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ABSTRACT

Basic and practical information on how to do opinion surveys and how to apply the information gathered for use in student recruitment, public relations, and other advancement programs is presented. In addition, 12 sample questionnaires are included that have helped colleges and universities measure the opinions of alumni, students, faculty/staff, business leaders, local voters, and alumni magazine readers. The nature of opinion and attitude research and the basic types of surveys are discussed. Suggestions on selecting an opinion research organization are offered, and the types of services opinion research firms are offering are described. A brief checklist includes factors that academic administrators ought to consider in planning opinion research. Attention is also directed to the use of research to plan, monitor, and evaluate a public relations program in higher education, along with the use of a research matrix. In addition, a glossary of research terms is organized in five categories: types of research, approaches to research, research techniques, audience samples, and general terms. A list of reference sources concerning youth attitudes and a bibliography on public relations/market research are included. (SW)

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Attitude and Opinion Research

Why You Need It/How To Do It

Third Edition

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Attitude and Opinion Research

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INTRODUCTION

If you want to communicate effectively, you can't just send messages. You need to listen. Face-to-face communication works so well because we get immediate feedback. By listening to our friend (or prospect or alumnus or newspaper editor), by watching his or her expression, by being attentive to "body language", we can tell how to adapt our message and make it more persuasive.

When we communicate with large groups through direct mail, the alumni periodical, special events, and so on, feedback becomes more difficult. But it is just as important. We can't rely on letters we receive or comments from a few people. These probably don't reflect accurately the views of the group. Instead, we need to set up formal methods of obtaining feedback. That's where attitude and opinion research comes in.

This handbook, which was revised in 1983, will introduce you to the subject, indicate the advantages of getting professional help, and tell you how to do your own mail surveys. Here you will also find 14 sample questionnaires. They have helped CASE member institutions measure the opinions of alumni, students, faculty-staff, business leaders, local voters, and readers of the alumni magazine.

As education faces new problems of financing, enrollment, and understanding, we in institutional advancement need to be more persuasive than ever in our communications. This doesn't mean just sending more -- and more sophisticated -- messages. It also means studying our audiences and tailoring communications and programs that will influence them. To this end, CASE hopes that you will find this handbook helpful.

Virginia Carter Smith, Vice President

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Part One

Opinion and Attitude Research

About the Author

Dr. Walter K. Lindenmann is senior vice president - attitude research of Hill and Knowlton, Inc. and president of the firm's wholly-owned research subsidiary, Group Attitudes Corporation. He is an experienced educational communicator, as well as a sociologist and specialist in survey research. A former director of university relations for a major private university (Hofstra University), he also has served as an educational consultant to industry, as public information officer for a state education agency, and as an education editor and writer. He holds a Ph.D. in the sociology of education from Columbia University. He has conducted numerous surveys relating to youth education and was project manager in 1982 of the first-ever nationwide survey of colleges and universities, American Attitudes Toward Higher Education.

About Group Attitudes Corporation

Group Attitudes Corporation is a survey research company headquartered in New York. Since it was founded in 1950, GAC has specialized in public relations and public affairs-oriented survey research assignments relating to corporate images and public policy and social issues. The company has conducted more than 700 attitude and program research studies for corporations, associations, governmental agencies, educational and health organizations, and financial institutions. GAC has carried out several dozen surveys for academic institutions. The company is located at 420 Lexington Avenue, New York, N.Y. 10017. The direct dial telephone number is (212) 210-8840.

OVERVIEW

Attitude research is the essential first step toward improved communications with any audience, from alumni and parents to business people and students.

The reason is obvious. If you don't find out in advance how your target audiences think, feel, and react to different issues of concern to you, it will be that much harder for you to reach them effectively in language they can understand. If you haven't bothered measuring their opinions, you can't possibly talk to them in their terms. Or, to put it more precisely, if you don't know what's bothering them, you can't offer them advice, information, and suggestions specifically related to their needs.

All of this is especially important when it comes to communicating with prospective students as part of a college or university recruitment effort. You're at a serious disadvantage if you haven't surveyed your target audience -- the new students you're trying to enroll.

This guidebook includes a brief introduction to the use of attitude research as a tool in the student recruitment process. In it, we briefly describe opinion and attitude research from the perspective of the academic communicator. In this revised handbook, we include a brief explanation of how public relations directors can use attitude and opinion research to evaluate their programs. There is a special matrix that you can use in your evaluation process. In addition, we offer a selective reference list of recent surveys of student opinion and cite some suggested information sources to better understand youth attitudes. We also include two sample questionnaires designed for use in improving communications in student recruitment and a questionnaire used in a nationwide survey of American attitudes toward higher education.

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OPINION AND ATTITUDE RESEARCH

For academic professionals in admissions, alumni, development, and public relations offices who need to reach more effectively their target audiences, opinion and attitude research often represents the first step in planning new programs and activities. Because of this, if such research is to have any value, it ought to provide usable information. These professionals need meaningful statements about the institution's various constituencies and how they feel. These attitudes and opinions then can be used by college executives in program planning.

Much of the opinion research that most of us regularly see offers interesting facts and figures about how the public feels, but is not -- at least from the view of most academic officers -- really usable in program planning, simply because the facts are not extensive enough, have not been completely evaluated, or have not been put in proper context. The findings of the popular pollsters that we read about in newspapers and news magazines are thus interesting but often of limited value. Those in academic communication usually need something with more substance.

It is with this in mind that this section very briefly and generally gives an overview of the state of the art of opinion and attitude research from the point of view of those in academic public relations, development, alumni relations, and admissions. In this section, we will provide:

- -- a brief look at exactly what opinion and attitude research is;
- -- a description of the two basic forms surveys usually take;
- -- some thoughts on conducting opinion research studies;
- -- suggestions on selecting an opinion research organization;
- -- a description of the types of services opinion research firms are offering and some of the costs involved; and
- -- a brief checklist of some things academic administrators ought to be aware of as they consider such research.

There are literally hundreds of opinion and attitude research organizations in the United States today. The American Association for Public Opinion Research -- the organization to which most of those who are knowledgeable in the field belong -- currently has more than 1,000 individual members. Most of these people specialize in one particular type of attitude research -- market and consumer research -- although many are equally adept at carrying out a broad variety of other types of studies, including communications and media research, youth surveys, image studies, and regional opinion surveys and polls. To understand how best to utilize the services of these many firms, we need first to take a quick look at what basically is involved in opinion and attitude research.

I. Opinion and Attitude Research -- What It's All About

Most people use the terms opinion research and attitude research interchangeably, but there is a distinct difference between the two and it is important to know the difference. An attitude usually refers to the full range of impressions a person holds toward a social object, including what the

person says (verbal expressions), what the person knows and thinks (mental predispositions), what he or she feels (emotions), and how the person is inclined to act (motivational or drive tendencies). An opinion usually refers only to the verbal expression of a person's attitude -- that is, only to what a person says about an object. Thus, because so many factors make up an attitude, measuring attitudes is usually quite sophisticated and complex, and -- for the budget-minded college administrator -- can be quite expensive. Measuring opinions is usually relatively simple and also less expensive.

The methodology of attitude research relies on a broad assortment of different techniques -- among them, the survey, the laboratory experiment, various methods of observation, projective tests, content analysis, etc. The methodology of opinion research usually relies on only one of these techniques -- the survey.

Since the survey is the principal method of research with which most executives who do program planning get involved, we will concentrate only on this method. In attitude research, when the survey technique is employed, it usually makes use of a complex, multiple-item questionnaire in order to collect data so refined and precise that they are suitable for statistical analysis using attitude and rating scales. In opinion research, the survey usually makes use of a relatively simple single-item questionnaire -- with only one question asked for each issue being probed -- thus resulting in data that are much broader and general in scope.

From this, it can be seen that attitude research, with its sophisticated methodology and its intensive probing into the various components that make up an attitude, is ideal for the sociologist or psychologist trying to determine cause and effect, or for the market researcher who needs to better understand the psychology behind consumer buying behavior. On the other hand, opinion research, which studies only what people say about something -- thus examining just the surface of expressed views of individuals -- is better suited for the politician who wants some idea how citizens say they are planning to vote or by the magazine editor, who wants to know the interests of readers.

For program planners in public relations, development and alumni offices on college campuses, attitude research is usually too complex and sophisticated for their needs, telling them far more than they need to know, particularly about the psychology of the individual; whereas, opinion research is very often too simplistic, not telling enough. What those in college program planning require is a type of research that combines the best features of both.

The usual answer to this problem is to rely on surveys that emphasize personal interviews and that use as their chief instrument an open-end questionnaire -- that is, a questionnaire that allows the respondent to answer as freely as he or she wants, in his or her own words. This method is often called the "depth interview technique." Its success hinges on the interviewer's skill in using non-directive techniques to guide the respondent to discuss the objects in question and thus reveal -- often indirectly and unconsciously -- something about his or her opinions and attitudes. Depth interviewing can be expensive because of the time involved, both in conducting the interviews and in analyzing the findings. Critics claim the technique is unscientific, because the findings usually cannot be quantified and thus measured statistically.

But the chief value of the technique is that it effectively provides program planners with the substance needed, as well as with meaningful clues to the intensity, magnitude, and direction of attitudes.

II. Basic Forms of Surveys -- Descriptive vs. Explanatory

When the survey is used in conducting either opinion or attitude research, it usually takes one of two basic forms -- it is either a descriptive survey or an explanatory survey. These two distinctly different types of surveys are exactly what their names imply. The descriptive survey gives a description of the feelings of some segment of the public. In layman's language, it is the typical public opinion poll, describing the views of the population from which the sample of the respondents is drawn. The explanatory survey, on the other hand, is concerned chiefly with the development of theoretical statements about relationships and processes. It tries to get to the root of the problem, to offer explanations for opinions and attitudes that exist.

Almost all of the opinion or attitude research studies that most academic administrators come across fall into the descriptive survey category. This is understandable but also somewhat unfortunate. There is obviously a good deal of interest in knowing something about the views held by segments of the population. But these descriptions can have only limited value in suggesting or developing programs upon which new approaches for appealing to the public can be built. This is because the descriptive survey all too often merely tells what are the views held by certain people, without offering analysis of the significance of the views or an interpretation as to why these people have the particular views they do. The explanatory survey tries to better understand the whys.

The ideal survey, obviously, is the one that combines both descriptive and explanatory elements within the framework of the same study -- that is, it attempts to both describe and explain views held by the public.

III. Conducting Opinion and Attitude Research Studies

It should be clearly understood that successful opinion and attitude research is not for amateurs. College and university executives who have never done such research would be better off consulting with experts, rather than to try to conduct such studies completely by themselves. This is difficult advice to give, especially in these economic times when most colleges and universities are pressed for funds and cannot always go off campus to hire experts.

Nevertheless, there can be serious drawbacks when development and alumni officers who are inexperienced in conducting survey research try their hand at such studies without professional help. One drawback is time. Most college and university administrators are already hard pressed for time in carrying out their regular duties. Conducting an opinion and attitude research study -- and doing the job properly -- can be quite time-consuming and this needs to be taken into consideration by program planners.

Another drawback could be the problem of bias. A college communications officer carrying out his or her own research can sometimes inadvertently build biases into the study, without even realizing it. This can jeopardize the reliability and validity of the entire research.

Academic communicators who do wish to carry out their own research in-house should first consult with professional researchers on campus, such as those individuals who staff the institution's own academic faculty, or those members of the faculty who regularly teach classes in market research or management. They can be quite helpful in avoiding pitfalls.

There are several good reference works in the field that also can be very helpful. For a thorough orientation as to what's involved in opinion and attitude research, a text in social psychology first published over 35 years ago is still hard to beat. The book, Theory and Problems of Social Psychology by David Krech and Richard S. Crutchfield (New York: McGraw-Hill Book Co., Inc., 1948), contains two very excellent chapters on opinion research -- one, Chapter VII, called "The Measurement of Beliefs and Attitudes, " and the second, Chapter VIII, called "Public Opinion Research." Although the bibliographic references are obviously dated, these chapters are still outstanding starting points for those needing a quick introduction to the field.

Other good references include the book, Mail and Telephone Surveys: The Total Design Method, by Don A. Dillman, (New York: John Wiley & Sons, Inc., 1978); the book, Professional Mail Surveys, by Paul L. Erdos (New York: McGraw-Hill, 1970), an easy-to-follow text by a recognized authority in market research; and the introductory text, Surveys, Polls and Samples: Practical Procedures, by Mildred Parten (New York: Cooper Square Publications, 1966), a how-to-do-it book that first appeared on the market 30 years ago but still is quite highly regarded.

A four-page article, "Let's Take A Survey," by Dr. Cletis Pride, which appeared in the June, 1973 issue of Techniques, a publication of the American College Public Relations Association (now the Council for the Advancement and Support of Education) is also worth consulting. It is included in this handbook.

IV. Selecting an Opinion Research Organization

Most major opinion research organizations and counselors in the country are obviously equipped to carry out, with differing degrees of competence and at competitive costs, the various methods and techniques already described -- including the opinion and attitude research studies, the depth interview technique, and the descriptive or explanatory surveys. These research organizations are in a position to suggest the best and most efficient research approach for the academic communicator to take in order to obtain all the information that is needed.

However, it would seem important for college executives also to be aware of some of the finer distinctions we have made between varying methods of survey research for two obvious reasons: 1) It puts the administrator in a position to better evaluate the broad array of services the research organization is offering; 2) It enables the planning officer, who eventually has to use the information he or she receives, to play a key role in designating the particular type of research approach he or she feels best suited to his or her own needs, rather than leaving this important decision solely to the discretion of the research organization.

As already mentioned, there are hundreds of opinion research organizations. Two good reference sources that can help academic professionals in selecting the research organization most appropriate to their needs and suited to their pocketbook are these: The International Directory of Marketing Research Houses and Services, published by the New York Chapter of the American Marketing Association, 420 Lexington Avenue, New York, NY 10017 (1983 Edition costs $45) and the listing of agencies and organizations represented in the membership in the American Association for Public Opinion Research, available from AAPOR, P. O. Box 17, Princeton, NJ 08540.

V. Services Offered by Research Organizations

Most research firms, in the literature they distribute describing their capabilities, list a varied number of types of studies they do of interest to those in academic communications. They include: local and regional opinion surveys and polls, employee attitude surveys, media audience and readership studies, image research, alumni surveys, community studies, youth research, opinion leader research, and public affairs studies.

Each of these studies is usually quite different in content and form from the next study, because different audiences are involved and this obviously requires different strategies to reach the respondents. Yet, even taking these differences into account, almost all of these studies fall under the same general heading of opinion and attitude research, and thus the same broad principles of methodology apply to all of them. That is, all of them tend to proceed through the same following basic steps:

1) developing a research design or strategy;
2) drawing a sample representation of the population being measured;
3) developing a questionnaire or interview schedule;
4) conducting a pretest or pilot study of the questionnaire, making refinements as needed;
5) carrying out the actual field work;
6) collecting the data and then coding and tabulating the findings;
7) preparing a written report.

Most organizations like to come in at the beginning of a project and carry it through to completion. This is the ideal, but under certain circumstances there is no reason why a firm should not be asked to carry out only one of several steps out of the above procedures, leaving some of the other steps to another organization, or to the college public relations or development office.

In selling their wares, research firms generally offer clients one of the following three types of services: what might be called "shirt-tail studies," "custom-tailored studies," and "monitoring services."

1. Shirt-Tail Studies

Shirt-tail studies are highly generalized national opinion polls in which several clients are invited to participate at the same time in order to cut costs. They usually go under the more sophisticated heading, "shared-cost projects," but "shirt-tail" may be a more meaningful title because it clearly indicates what happens: The research firm that is going to conduct its

national survey of public opinion will do it at whatever time is most convenient to itself, whether or not you or your college is ready to participate. If you want in, you are allowed to shirt-tail one or two or even several questions of your own choice onto the main questionnaire that will be used. Usually, you are billed on the number of questions you ask.

Most of the larger, private research firms have regularly scheduled shirt-tail operations, usually conducted every second or third month. For example, Opinion Research Corporation of Princeton, New Jersey has what it calls "Caravan Surveys"; Response Analysis Corporation of Princeton, New Jersey has a service called "Parameters"; Field Research Corporation, a California-based research organization headquartered in San Francisco, has what it calls "Field-scope"; and Gilbert Youth Research, Inc. of New York City has its "Omnibus Survey of Young People."

Costs are usually competitive, ranging from $400 to $1,200 per question, depending on the size of the total sample and on whether the question is precoded (closed) or free response (open-end). A few of the shirt-tail studies are targeted at special audiences, such as youth or business executives, but most are aimed at the typical, randomly selected cross section of the adult population. The sample usually ranges in size from 500 to 2,000 respondents.

These studies are probably the least expensive and the quickest in terms of delivery of findings that can be bought. Usually clients that purchase this service end up spending somewhere between $2,000 and $10,000. These studies are quite valuable in getting quick answers to some basic questions relating to opinion. However, there is often no evaluation or analysis of the findings, and sometimes the final report to the client consists only of a set of tables giving in percentage form a distribution of replies.

2. Custom-Tailored Studies

These are full-length studies that a research organization will carry out exclusively for one client. They are custom-tailored to meet the needs of the particular client, and thus include only questions that the client wants answered and only the sample that the client is interested in knowing more about.

Typical of this type of study was one carried out by a well-known research organization for an industrial firm a few years ago. The sample consisted of 2,000 persons representative of a nationwide cross section of the adult population, 500 additional persons representing individuals in the most prosperous economic levels, and 400 extra persons representing employees of the particular industry being studied. The technique used was a multiple-choice questionnaire, with respondents being asked 60 different questions. The final report to the client consisted of a detailed written analysis and evaluation, as well as more than 200 cross tabulations.

The cost of studies such as these -- when they are national in scope -- usually ranges from $40,000 to $100,000 depending upon the number and range of questions, whether they are open or closed, and on the sophistication and extensiveness of the analysis. The particular study cited above cost the client $55,000. An officer of a competing research firm, when asked recently

to estimate the average cost of such custom-tailored studies today, replied: "The going rate right now for the typical 2,000-sample national cross-sectional study which uses personal interviews lasting up to an hour each - with a closed questionnaire is about $75,000 for the entire survey." Costs go even higher when the sample consists of a highly specialized audience and includes open-end questions.

Most such custom-tailored research is clearly out of the price range of college and university communications departments. But it is important that academic administrators be aware of such studies, since it is always possible to design a special low-cost project for a school that is interested in limiting the range of its overall inquiry. With the competition for new students growing more intense with each passing day, more and more colleges are giving consideration to conducting custom-tailored research studies that help the institutions to better define the markets they are trying to reach.

3. Monitoring Services

In recent years, several research organizations have been offering clients a service somewhat different from the two described above, but with elements of both. The format varies depending upon the firm, but the service could easily be called a form of opinion monitoring.

What the research firm does is conduct periodic assessments of the opinions of different segments of the public toward certain significant issues in the news. For example, currently these firms are measuring changing trends in opinion toward environmental quality and what people feel are the best ways to solve problems relating to pollution.

An organization may purchase the results of such a monitoring of public opinion on one given selected issue -- or on several issues -- even though the client may not have asked beforehand to have particular questions of his or her own choice included in the original field work. In other words, the client is buying only survey results, or general information.

The more general the information the client receives, usually the lower the cost. The more specifically related to the client, the greater the cost, simply because the research firm needs to make a special effort to isolate from its findings that data in which the client is most interested.

Cost of these monitoring services varies from several hundred dollars for a periodic assessment of public opinion on a variety of issues to as high as $25,000 or $30,000 for more detailed and precise assessments that not only analyze the data from the client's immediate perspective, but also compares it to public opinion in the past.

The cost-shared element of monitoring services makes them somewhat comparable to shirt-tail studies described above. The fact that the data can be precisely analyzed to take into account all of the particular needs of a client also gives such services a custom-tailored element.

Budget-conscious college and university public relations and development officers should also be aware that there are a growing number of low-cost

general survey research monitoring services that they can purchase for quite reasonable sums.

VI. A Check-List for Academic Communicators Considering Opinion Research

There are a number of things college or university communicators should think about or watch for as they plan for an opinion or attitude research study, to make sure that they are getting exactly what the need. Following is a checklist of some of the major questions that ought to be kept in mind.

1. What do you want the study to do and how will you use the results? This will determine if a descriptive survey is good enough, or if explanations as to why people have the particular opinions and attitudes they do are also needed. It also will determine if measuring opinions is sufficient, or if a better understanding of attitudes in general is required. The eventual use of the study has to determine how precise and sophisticated the findings need to be.

2. What population will you measure and how will you select the sample that will represent that population? Samples are usually of two types -- those selected randomly (a proportionate sample) and those selected judgmentally (a purposive sample). Random samples usually either are stratified (selection by chance on an area-by-area basis) or use a quota system (selection by chance on somewhat of a first-come, first-served basis). A random stratified sample is less biased than a random quota sample (but also more expensive). If a sample is selected judgmentally (in other words, not by random or chance methods), then questions ought to be raised about what criteria are being used to select certain respondents and not others. For example, in measuring alumni attitudes a random sample probably makes most sense. But in seeking to determine the attitudes of corporate executives toward a college fund-raising campaign, a judgmental sample might be most effective. The basic question to be asked when drawing a sample is, how precise and unbiased need it be in order for the study to have any reliability and validity?

3. What survey instrument will you use? The survey instrument obviously needs to be selected carefully. Is it better to have a closed (or forced-choice) questionnaire or an open (or depth interview) questionnaire? The closed is less expensive, easier to tabulate, but also may suggest answers to the respondent thus biasing the findings. The open is more expensive, allows for respondents to answer in their own words, but is difficult to code and analyze. A pre-test of the questionnaire should take place before the actual field work is carried out.

4. What do you know about your interviewers? Who are they and what are their backgrounds? What types of surveys have they done in the past? Are the interviewers qualified to do open, free-response interviewing, or only to use closed questionnaires? (When a research firm says it will do personal interviews, it doesn't necessarily mean it will use open-end questionnaires. Most personal interviews consist only of an interviewer asking a respondent a series of pre-coded, closed, forced-choice questions.) Thought should also be given to what sort of a check there will be on the accuracy and reliability of the interviewers.

5. Have you determined your field work methodology? Will the study use a personal interview, be done by telephone, or by mail? In using any of these methods, what about those respondents who cannot be reached or who refuse to cooperate? Will any special effort be made to determine the opinions of the "no-replies"?

6. What form will the analysis and final report take? Will the research firm give the client only a set of statistical tables, or will there be an evaluation and interpretation in narrative form? If there is an evaluation, on what will it be based -- the statistical finding only, or on any other available information? Who will do the analysis and what are their backgrounds? If depth interviewing is done, who will code the individual interview reports and what are their qualifications?

Finally, there are several additional suggestions I'd like to offer, especially if you plan to do the survey research project on your own.

If you plan to survey students, be sure to involve students in the planning and execution of your survey research project. Do the same if you interview another audience, such as alumni. Use alumni in planning and carrying out your research. The reason is obvious -- it will help you to more effectively carry out research geared to the needs of the audience you are measuring. When designing a questionnaire for use with students, solicit student help in its preparation. If possible, use students for conducting interviews with other students.

Always pre-test your survey instrument before you go into the field with a full-scale study. This is essential. You've got to find out if your questionnaire "works" -- if it will truly collect the data you're interested in collecting. A good questionnaire takes pains to produce. The pre-test will get the "bugs" out of the instrument and get it into good shape for you.

And lastly, always protect the confidentiality of your survey respondents. Most respondents are allowing you to probe because they assume they can speak to you in confidence and trust, they feel certain that you won't attribute remarks - especially sensitive remarks -- to them by name. Protect the confidence. It's one of the first cardinal rules of carrying out ethical survey research -- to protect the confidentiality of respondents. If you break the rule, you demean not only your own survey research project but also the entire field of opinion and attitude research.

VII. Speaking the Language of Research: A Glossary of Terms

Like many specialized fields these days, research has its own special vocabulary. Whether you conduct your own market, attitude, or opinion research or work with outside experts, the whole process will go more smoothly if you understand and define your terms.

The following list of terms is organized in five categories: Types of Research; Approaches to Research; Research Techniques; Audience Samples; and General Terms. This organization presents the context in which the terms are generally used.

Types of Research

Attitude Research consists of measuring and interpreting the full range of views, sentiments, opinions, and beliefs that segments of the public may hold toward given people, products, organizations, and issues.

Evaluation Research determines the relative value of importance of a given public relations or marketing program or strategy, measuring its effectiveness through appraisal or comparison with a predetermined set of objectives.

Market Research is the systematic investigation of buying and selling behavior.

Image Research is the systematic study of perceptions of people toward and about organizations.

Issue Research is the study of the problems that organizations and societies face. It focuses on those public policy questions with definitions and contending positions that are still evolving.

Communications Research is the systematic study of the relationships and patterns that are developed when people seek to share information with each other.

Approaches to Research

Descriptive surveys are the types of research familiar to most people. As the name implies, a descriptive survey provides a description of the general feelings or sentiments of the public toward an organization or an issue. In layman's language, this is the typical public opinion poll, describing the views of the population from which the sample of respondents is drawn. The descriptive surveys deals only with opinions -- that is, with surface or verbal expressions of how people feel. There usually is little depth or range in a descriptive study, primarily because the research tends to use a relatively simple, single-term questionnaire. Descriptive surveys nevertheless are very precise and scientific. You can easily subject them to reliability and validity tests because they are usually based on large-size samples randomly selected to be representative of the total population being measured.

Exploratory studies are somewhat more sophisticated and involved than descriptive surveys, since they try to identify not only opinions but also attitudes on issues. In other words, in addition to reviewing what people say about something (their verbal expressions) exploratory studies also try to better understand what people know and think (their mental or cognitive predispositions), what they feel (their emotions or affective response), and how they're inclined to act (their motivational or drive tendencies). Whereas descriptive surveys tend to be predetermined in design and format and usually are highly structured, exploratory studies -- as the name implies -- try to explore beneath the surface to, in effect, ferret out hidden meanings and feelings on issues. These studies tend to be very unstructured, experimental in nature, and somewhat unscientific since they usually involve imprecise survey instruments and very small samples which cannot stand up to reliability and validity testing.

Explanatory studies seek to combine the best features of both descriptive and exploratory research. They try to determine not only how people say they feel about something, but also to better understand why they hold the views they do and where they get their impressions. They try to uncover, in as structured a way as possible, the range, intensity, and direction of people's sentiments. The explanatory study is concerned chiefly with the development of theoretical statements about relationships and processes. It tries to get to the root of the problem, to offer explanations for opinions and attitudes that exist. The explanatory study is more focused and better-defined then the exploratory probe, which is only charting the unknown. It goes into considerably more depth than does the typical descriptive survey.

Research Techniques

Monitoring and Environmental Scanning is a technique for tracking new developments in any area or field by carrying out a systematic review of what appears in professional, trade, and government publications.

Content Analysis is the process of studying what has been written, and translating this qualitative material into quantitative form through some type of counting approach that involves coding and classifying specific messages.

Experimentation is the controlled arrangement and manipulation of conditions in order to systematically observe particular phenomena with the intention of defining the influences and relationships which affect these phenomena.

Small Group Research (or focus group research) is an exploratory technique that seeks to identify and redefine the full range of possible general public concerns relating to given topics. It does this by bringing together in one place about a dozen individuals. Under the careful guidance of a trained moderator, these individuals are encouraged -- as a group -- to discuss freely any and all of their feelings, concerns, problems, and frustrations relating to the topic under discussion. During these sessions, individuals respond to each other's statements, contribute their own thoughts, and thus together "build" a picture of general attitudes. Thus, small group research is ideal for brain-storming, idea-gathering, and concept testing.

Observation is a technique for intentionally or explicitly examining a situation or thing in order to ascertain facts or particulars about it.

Participation is a technique in which the researcher actively takes part in a situation in order to better understand facts or particulars about it.

Surveys are any systematic assessments of public opinion that use questionnaires and recognized sampling methods. There are three basic types of surveys, those conducted in-person; those conducted by mail; and those conducted by telephone.

Audience Samples

Sampling: The process by which a subset of persons or observations from a larger set is drawn and studied in order to make inferences about the characteristics of the larger population.

Simple Random Sampling, contrary to its name, is a complex and involved method of drawing a random sample -- chiefly using tables of random numbers -- to assure that each and every unit in the population under study has an equal chance of being included in the sampling frame. This method requires a complete list of the numbers of the population being surveyed, which is often not possible.

Stratified Random Sampling involves first breaking the total population down into small homogeneous subsets (or strata), then selecting the potential sample at random from the individual strata.

Clustered Random Sampling involves first breaking the total population down into small heterogeneous subsets (or clusters), then selecting the potential sample from the individual clusters or groups.

Systematic Random Sampling is the most simple and popular; it involves choosing every nth name from a list.

Judgmental or Purposive Sampling involves selecting a sample on the basis of the researcher's knowledge of the population, its elements, and the nature of his or her research aims. It is a subjective, rather than an objective, method of sampling.

Quota Sampling involves first creating a matrix describing the characteristics of the total population to be surveyed in demographic terms, then selecting the sample on the basis of an informal proportioning of those to be included in the final sample "mix."

Convenience Sampling, as the name implies, involves sampling who ever happens to be available at a given point in time.

General Terms

Demographic Analysis consists of looking at the population in terms of special social, economic, and geographic subgroups, such as a person's age, sex, income-level, race, education-level, or occupation.

Psychographic Analysis consists of looking at the population in terms of people's individual traits and characteristics, such as a person's personality, life-style, social roles, and personal values.

Qualitative Research usually refers to studies that are somewhat subjective, but nevertheless in-depth, using a probing, open-end, free-response format.

Quantitative Research usually refers to studies that are highly objective and precise, relying heavily on statistics and numerical measures.

Panel Studies are those in which one sample of people is interviewed recurrently over a long period of time to investigate the processes of response change, usually in reference to the same topic or issue.

Longitudinal Studies are those that focus on the change in views of people over an extended period of time.

Shared-Cost Studies are those in which several organizations together carry out one research project and divide the costs among themselves.

A Research Design is a plan for obtaining the information that is needed in the most cost-and-time-effective manner.

Secondary Analysis is a technique for extracting from previously conducted opinion studies new knowledge on topics other than those which were the focus of the original surveys. It does this through a systematic re-analysis of a vast array of already existing research data.

Reliability is the extent to which the results would be consistent, or replicable, if the research were conducted a number of times.

Validity is the extent to which a research project measures what it is intended to measure.

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USING RESEARCH TO PLAN, MONITOR, AND EVALUATE A PR PROGRAM

Research in connection with your PR operation is crucial. If you don't do research, and if you don't do it well, I'm convinced your institution will not have the information it needs to have to survive the next decades.

In referring to research, what do I really mean? To me, research is the basic tool for fact and opinion gathering. It is the systematic effort aimed at discovering or confirming through objective investigation the facts or opinions pertaining to the specified problem or problems you face or are about to face.

At a given college or university, public relations research is any and all research necessary for:

a) Planning and developing an effective PR program;

b) Monitoring and tracking PR;

c) Measuring and evaluating PR.

Viewed in research terms, the public relations process at your institution should consist of these phases:

1. A planning phase, in which facts and opinions are gathered to help develop and shape possible communications, marketing, fund-raising, or information-dissemination campaigns.

2. A monitoring phase, in which data are collected and assessed to track what is happening as a communications program gets underway, thus allowing for any necessary mid-course corrections or changes to be made.

3. An evaluation phase, in which an impartial and objective assessment is made -- in as scientifically precise and valid a way as possible -- to measure the effects or outcomes of the communications effort.

Do's and Don'ts

When you carry out research, there are some important things to keep in mind. It should be useful. If you commission research and you end up with a pretty report with lots of numbers in it and then park the findings on a bookshelf, you really haven't accomplished much. Make your research action-oriented. Before you commission it, think through how and in what way you hope to put the information

to use as part of your total PR operation.

Don't go to a researcher before you have first done a lot of serious thinking about what you ought to be doing and why. You're inviting economic trouble for yourself if you simply seek out an outside research consultant with the broad-gauge question: "What should I do?".

Think through some options before you seek outside advice. Determine what it is you want the research to do for you and how you should apply the results. This will determine whether a descriptive survey is good enough, or whether explanations as to why people have particular opinions and attitudes is also needed. It is important that you call the shots on the research you need. If you remain in control, you're bound to be in a better position to keep costs in line.

Don't automatically jump to custom-tailored research, a study designed and carried out exclusively for you and your organization. It's almost always the most expensive way to go. Sometimes you cannot avoid it because you need to take an in-depth look at a special audience group regarding your organization's image or major issues that might need action.

Options to Consider

Here are alternatives. Carry out secondary analysis research. This means that you examine already available data from a new and different perspective. Or consider doing a shared-cost survey, in which you join forces with others and collect data on a joint basis.

Or maybe you should do "shirt-tail" or "piggyback" studies. Most of the larger market research firms in the United States schedule what they call national or regional omnibus surveys of a representative sample of the adult population. They go into the field every few weeks and they invite interested organizations to "piggyback" their own special questions onto the regular questionnaire that they plan to use. Usually, you pay only for the actual number of questions you ask. This can be an effective alternative approach and help you cut costs.

Planning Your Efforts

How do you structure your overall research efforts? How do you get a handle on exactly what information you may need to collect and analyze at different points in time? The most effective way to plan for research in public relations is to build some type of a planning grid or matrix for yourself.

How do you build one? Usually, you start out focusing on target audience groups. We all know that it is important to reach the public with our message. Most of us are sophisticated enough to recognize that there is no such thing as "a public" as such -- rather, there are many different "publics".

For college and university PR professionals, there are literally dozens of "publics" you could identify. To name just a few, how about: the general public... the community... alumni... faculty... students... prospective students... donors... potential donors... parents of students... parents of prospective students... government officials, chiefly legislators... state higher education authorities... foundation executives... business leaders... the media... high school guidance counselors... and on and on. You can begin to see the problem.

First, then, you need to know who are your most important publics, your target audience segments. List your audiences in order of priority. Then decide how and what you plan to do for and with each audience segment. How do you plan to study that segment? How will you measure the effectiveness of your overall efforts to communicate with that segment?

Now you're ready to apply the three phases of the PR process to an audience segment.

Let's say that a very important audience segment you need to communicate with is your alumni. You want to develop a communications program or campaign targeted at your alumni. Where do you begin? First, you ought to consider research to identify the alumni perceptions and concerns about and toward your institution. How do they view you? How familiar are they with your problems? How concerned are they about them? How much can you count on them for support -- either financially or in other ways, such as student recruitment?

You need research to identify PR problems and opportunities and to develop PR programs and strategies, all related to alumni needs. Now you're in the Research Planning Phase. What types of research do you need and how best should you do the research? This is a question you'll have to answer yourself.

It may be that you need open-end, probing depth attitude research -- this involves one-on-one interviews in a qualitative way to get a handle on the thinking of selected influentials drawn from your alumni base. You should do this research when you're seeking explanatory information rather than just descriptions of people's feelings. Or, maybe what you need is to conduct some focus group discussion sessions with small numbers of your alumni to probe their views in a group environment. Do research when you want to explore and probe,

when you want to test concepts and ideas, when you want to get at not just the what and the how of people's thinking, but also the whys. Or, perhaps you need some quantitatively-based research of your alumni -- a poll conducted by mail or telephone of a statistically precise and reliable random sample of your alumni. Do such research if you are looking for hard, projectable data. Or, maybe you already have that information and all you need to do is to carry out a secondary analysis of data you already have in hand.

The ultimate decision is going to be yours but you need to gather the information about your alumni, their needs and interests, in some way.

Monitoring Your Work

Let's say you've collected your data, have analyzed it, and have launched a communications plan based on the research findings. Now that the PR program is underway, you cannot just rest on your laurels. What's happening out there? Is the program that you have set in motion actually accomplishing what you want it to accomplish? Is anyone listening?

You're talking to alumni, for example. But you know that others may be talking to your alumni as well. What other competing information sources are out there and how important are they to your alumni? Do these other information sources have greater credibility than you? Maybe you should do some additional research to pinpoint your alumni's communications and information sources.

Also, what are the messages that are being sent to your alumni? You, obviously, are sending out certain messages and presumably you know exactly what they are. But other people or organizations may be sending messages as well and some of these messages may be in direct conflict with yours. Perhaps you ought to consider a content analysis of all of the messages that are being disseminated to your alumni.

Next, ask yourself how all of the messages are being conveyed -- via which media or information channels? If you don't know, then maybe you need to examine the total communications process to and from your alumni.

Are your alumni even receiving your messages, or anyone's messages, for that matter? Sometimes colleges and universities get all upset because their alumni are not responding to their particular appeals. The trouble may be that the alumni are not ever receiving the appeals and messages that you are sending. It could be that your address lists are out of date or have loads of errors. Perhaps you need research to measure communications receptivity.

All of these ideas fall into the area of Research Monitoring, or the tracking of an ongoing communications program to make sure that it really works. Given today's fast-changing environment, you must conduct monitoring research to track the attitudes of key higher education audience segments. Properly carried out, tracking research can be a kind of early-warning system. It detects trends and developments that may have a critical bearing on the overall success of your communications activities.

Evaluating Your Work

Now comes what probably is the most important part -- the measurement of communications effects. This is the Research Evaluation Phase. You should consider research to measure awareness or knowledge change on the part of the audience segment -- in this case, your alumni. You might also conduct research to measure opinion or attitude change. Thus, you're studying intermediate outcomes of a given PR program. You may need before-and-after survey research to measure effectively such knowledge and attitude changes in your alumni.

Finally, you might consider research to measure action or behavior changes of the particular target public group you are communicating with -- in this case, your alumni. Based on the messages you have been sending, are the alumni starting to respond in some specific and measurable way that you had not noticed before? Can you measure this behavior change? This research is aimed at studying the ultimate outcomes of your communications campaign.

Set Priorities

You have now walked through the different steps of a possible research process encompassing various elements of planning, monitoring, and evaluation. Remember that we have focused on only one audience segment -- your alumni. Obviously, you ought to do this for every other single audience segment important to you. This can get overwhelming. Hence, to cope you need some sort of grid or matrix to help you focus on all of these steps and put your research needs in priority order.

After you set priorities you need to focus on which type of research will be of the most benefit to you and your institution. If you examine the suggested matrix on page 30 don't assume that you have to carry out every type of research identified. You're not researchers, you're communicators. Don't put all your money into research. Save some for communications and marketing.

But do look at the grid in terms of possibilities. Let it help you set your priorities. Let it help you decide what information is truly essential.

It is important that you focus on using research in all of your work. The world of higher education in the 1980's is changing drastically. It will be the communicators who keep abreast of the changes and monitor them in a systematic way who will be ahead of the game. Sound, reliable, detailed information is crucial for effective public relations program planning and evaluation. Research is a tool for obtaining that information. Consider it as part of your overall PR operation.

INTRODUCING A RESEARCH MATRIX FOR PR PLANNING AND EVALUATION IN HIGHER EDUCATION

As public relations and marketing have grown in importance in the academic community, they have become more systems oriented. In an effort to gauge accurately the effect or outcomes of their communications campaigns, college and university PR practitioners have become increasingly reliant upon research, analysis, and statistical measurement of data.

To assist public relations and public information managers at higher education institutions to get the most out of the research they use, we have developed a special matrix designed to show how, where, and in what ways research can be applied to development and measurement of higher education communications strategies. A copy of the matrix is attached.

Viewed in research terms, the public relations process can be seen as consisting of these three phases:

** Planning, in which facts and opinions are gathered to assist in developing and shaping possible communications programs or information campaigns.

** Monitoring, in which data are collected and assessed to track what is happening as a communications program gets underway, thus allowing for any necessary mid-course corrections or changes to be made.

** Evaluation, in which an impartial and objective assessment is made -- in as scientifically precise and valid a way as possible -- to measure the effects and outcomes of the communications effort.

Our matrix is designed to relate these three steps to the target audience groups, or key publics, appropriate to the specific communications program. The attached matrix lists those publics most commonly designated as important communications targets for academic institutions. The list will, of course, change depending upon individual colleges and program needs.

Essentially, the matrix enables the college and university PR practitioner to focus upon research possibilities that may be useful at different stages of the program, as well as to monitor the progress of all activities undertaken. By examining the matrix, appropriate research strategies may be chosen, such as focus groups, mail interviews, audience identification, telephone surveys, opinion and action analyses, and the like. Then, by filling in the blank spaces in the chart a timetable and status report on all activities can be maintained.

The matrix not only helps the PR practitioner to focus upon what needs to be included in a research program, but, by enabling him or her to visualize and monitor the whole procedure, it also helps to make clear what is not necessary to the program and what stages or activities can be elinimated.

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Note: In this matrix, the "key audiences" column is filled in. This column varies according to your audience(s).

PR RESEARCH PLANNING AND EVALUATION MATRIX

-- Prepared by Group Attitudes Corporation

	PLANNING		MONITORING				EVALUATION		
	Developing a Communications Strategy		Tracking Communications Efforts				Measuring Communications Efforts		
	Research to Identify PR Problems and to Develop PR Programs						INTERMEDIATE OUTCOMES		ULTIMATE OUTCOMES
KEY AUDIENCES	EXPLORATORY RESEARCH (Qualitative)	DESCRIPTIVE RESEARCH (Quantitative)	Research to Pinpoint Communications Sources	Research to Analyze Communications Messages	Research to Assess Communications Process or Flow	Research to Measure Communications Receptivity	Research to Measure Awareness or Knowledge Change	Research to Measure Opinion or Attitude Change	Research to Measure Actions or Behavior Change
GENERAL PUBLIC (e.g. Community, Racial/Ethnic Groups, Senior Citizens, Youth)									
ALUMNI (e.g. College Graduates, Those Who Have Attended College But Did Not Obtain Degree)									
GOVERNMENT AUDIENCES (e.g. Legislators, Executive Staff, Education Officials)									
BUSINESS/FINANCIAL (e.g. Business Executives, Corporate Philanthropists)									
STUDENTS (e.g. Existing Students, Prospective Students)									
PARENTS (e.g. of Existing Students, of Prospective Students)									
GUIDANCE COUNSELORS AND TEACHERS (e.g. High School, College)									

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PR RESEARCH PLANNING AND EVALUATION MATRIX

-- Prepared by Group Attitudes Corporation

	PLANNING		MONITORING				EVALUATION		
	Developing a Communications Strategy		Tracking Communications Efforts				Measuring Communications Efforts		
	Research to Identify PR Problems and to Develop PR Programs						INTERMEDIATE OUTCOMES		ULTIMATE OUTCOMES
KEY AUDIENCES	EXPLORATORY RESEARCH (Qualitative)	DESCRIPTIVE RESEARCH (Quantitative)	Research to Pinpoint Communications Sources	Research to Analyze Communications Messages	Research to Assess Communications Process or Flow	Research to Measure Communications Receptivity	Research to Measure Awareness or Knowledge Change	Research to Measure Opinion or Attitude Change	Research to Measure Actions or Behavior Change

Part Two

Do-It-Yourself Survey Research

LET'S TAKE A SURVEY

by Cletis Pride, Ph.D.
Assistant Secretary
National Geographic Society

"Let's do a survey!" is heard far more often today than it used to be. And with shouts of "chi square!" and "sampling error!" grown men and women sit down to select samples, construct questionnaires, pre-test, analyze data, and generally lie to one another in social sciencese.

I know because I do it myself. You can do the same. How could you possibly go wrong in doing a survey? Let me count the ways: wrong questions, badly worded questions, bad sample, nobody answering, etc., etc., etc.

The most dangerous pitfall, though, may be in placing too much confidence in the method. A major weakness of the scientific method lies in the fact that by trying to measure something, we often change it. What you have in your 'perfect' survey is what opinions people would have if they were asked for their opinions.

Prior to being asked, Mr. and Ms. Responder may never have given a thought to the question you raised. Or they may have idly mulled it over a bit and decided the answer was "so-so." Now you've asked them to be for it or against it. So they quickly build opinions just for you, then they cuddle them up to their egos and cling to them come hell or high water.

If we were going to be perfectly honest, we'd first try to find the exact boundaries of public apathy on the particular subject that we know to be of life and death importance. You can do this by asking questions like: Did you ever hear of the Doubledome College Quarterly Report? And, do you give a damn? Answers to such questions tend to be discouraging. Which is why many researchers omit the "no opinion" column from survey instruments.

Don't overestimate the knowledge of people you are surveying. And don't overestimate your ability to "educate" them. Everybody knows that Mao-Tse-Tung was -- until recently -- a Red villain of the worst kind, while Chiang Kai-Shek was one of the good guy, devoted to democracy, free enterprise, and the American way of life. Except 25 percent of the American people, who, in a 1966 survey, identified Chiang Kai-Shek as leader of Red China. And that is not a far-out example; it's pretty run-of-the-mill.

Scandalous as it may seem, you'd find a sizable percentage of the people in your town don't know the name of your president. A good many people who have received your publication for years probably know none of the names on the masthead, including the exact name of the publication in question.

Unforgiveable ignorance? Maybe so, maybe not. The average person -- even the loyal alumnus -- has problems of his or her own. Alumni worry about their income tax, the funny noises in the transmission, what their bosses really meant by those remarks, and why their children are always burning incense in their rooms. Things like that keep them from giving the president's report the undivided attention it deserves.

Anyway, you may want to consider making provisions in your survey for 'don't knows' and 'no opinions.' It may give you a more accurate idea of the true state of things out there. And it may get you a higher rate of response in the case of mail questionnaires. I'd also recommend using questions that measure the intensity with which opinions are held. Don't go into a survey without asking yourself some questions -- and answering them candidly. Such questions as: What problems am I trying to solve? Do I need to take a survey to solve them?

If you are satisfied that your publications are good, if your readers write or stop you on the street to tell you what a great job you're doing, if you have no shortage of story material and suggestions, and -- most important -- if your paycheck says your boss likes what you're doing -- better let sleeping dogs lie.

Otherwise, you may want to consider doing a survey. If so, first state your objectives -- in writing. What is it you want to find out? If you can't answer that in a few sentences, turn back. If you don't know what you want, you won't know when you've got it.

If you do know just what you want to find out, next thing to decide is whom to ask. In your case, it may be all those who get the college quarterly or the administration newspaper. We people in the trade call this the universe.

Now, you can send your questionnaire to your entire universe, either by mailing it to everybody or by binding it into a copy of the magazine. I don't recommend either though. It's too expensive if you mail to everyone and too inaccurate as an insert.

So I cast my vote for random sampling. The thing to remember when taking a random sample is that everyone in your universe should have an equal chance of being asked. Otherwise you may be introducing bias -- and that's a four-letter word.

If you use random sampling, a very, very small sample can accurately reflect the opinions of your entire universe. George Gallup and Lou Harris can use a sample of 1,500 voters, for example, to predict a presidential election within a couple of percentage points. The size of the sample does not have to increase proportionately with the size of the universe. If your universe is 200 people, you should sample about 105. If your universe is 5,000, a sample that gives you 210 responses will be adequate. If the universe doubles -- to 10,000 -- your sample should go to around 215. For 100,000, it should be about 220. So for your purposes, you would rarely need more than 250 responses -- provided the sample is scientifically pure.

How do you take a random sample? It's not as tough as your friendly neighborhood sociologist says it is. A book of random numbers or even a pair of dice -- sometimes both -- will help. Did you ever see a book of random numbers? Rand Corporation publishes one. It has one million sets of five-digit numbers, covering hundreds of pages -- all selected by a computer. I've read most of it. It's duller than a Truth or Consequences re-run. It's a handy tool for a big survey, but for your purposes the table of random numbers found in the appendix of most statistics books will do.

Let's assume our universe is 10,000 and we want a sample of 215. If we're doing a mail survey, we should probably draw about 450 names from our list to be sure we get 215 responses. That means we're going to send a questionnaire to every 22nd member of the universe. We could count to 22, pick that name, count to 44, pick that name, and so on. That's not the best way, though, because it's not exactly random. Instead, go to your random number table and find the first number between one and 22. That will be the first name in your sample. Then take the 22nd name after that, and so on, until you've got all 450 names. That'll make you eligible for the good statistician's seal of approval. My own sampling for a West Virginia University survey involved a random numbers book, a pair of dice, and a 15-inch ruler.

Now that we have a sample, let's work on a questionnaire. Keep it short and sweet. Ask no extraneous questions. Your readership survey probably should stay under 20 questions. Your goal should be a questionnaire that can be answered in five minutes. You may want to use a colored stock and even some illustrations. Be sure to enclose a stamped return envelope.

One thing you'd certainly want to find out in a readership survey is whether anybody's reading your stuff. Then you'd probably want to know how often they're reading it and how much of it they read. Which departments in your magazine and what kinds of articles attract most readership? You could ask whether they found the layout and type attractive and readable--- but don't get technical about it.

It's best to use structured rather than open-end questions. If they can check a box or circle a number, they're more likely to answer than if they have to write an essay. It also is going to be much easier for you to analyze. However, you may want to leave room at the bottom for general comments. These can be used to add some human interest when you're writing up results.

Let's not just find out whether our people say "yea" or "nay." Let's find out how intensely they feel about it. In the WVU survey, we had numerous questions asking if people are "very satisfied," "satisfied," "dissatisfied," "very dissatisfied," or have no opinion on specific programs or activities.

By structuring the questionnaire as tightly as possible, we were able to measure attitudes and opinions on 73 subjects -- all on a four-page form.

Wording the questions is a tougher job than you might think. You're in trouble if your question means one thing and the respondent's answer means something else. Don't use exotic words, unless absolutely necessary. Don't use words that have two or more meanings. But if you must use them, be sure the context makes the meaning clear. Stay away from loaded questions and dead giveaway words. Don't ask if your magazine can do a better job. The answer, of course, is "yes" -- but that kind of answer doesn't help you much. Remember that hypothetical questions are likely to produce hypothetical answers. Factual questions produce factual answers. When you're asking multiple choice questions, be sure your respondent knows to check only one answer. Don't ask double-barrelled questions. A "yes" or "no" question like "Would you like to receive the faculty newsletter once a week, or is that too often?" is tough to answer.

Pretests can save your life sometimes. Send your questionnaire to half a dozen people outside your office and ask them to both complete it and offer suggestions. They may show you where some of the questions aren't as clear as they might be.

A fellow named Stanley Payne wrote a book several years ago called The Art of Asking Questions. If you're going to do a survey, you should read it. It may be in your library. If not, order it from Princeton University Press. It's not only informative but -- believe it or not -- it's entertaining.

After you've decided a survey is called for, set specific goals for it, selected your sample, constructed and printed your questionnaire, you can begin to worry about whether anybody is going to answer. Fortunately, you don't have to rely on prayer alone. Specialists have been working on this while you slept. They've tested different ways of increasing the response rate and described their findings in long, dull articles published in Public Opinion Quarterly and other such journals.

First thing you want to do, in addition to enclosing a return envelope and designing a questionnaire that just begs for completion, is to explain to the respondent how important it is that he or she participate. An accompanying letter carrying a prestige signature can help here. This letter should assure the recipient that he or she will remain anonymous. Many of your garden variety respondents tend to be modest creatures. Some faculty members and students even carry modesty to the very edge of paranoia. Never put a code number on a questionnaire that goes to a faculty member. The prof will get that hunted look and begin muttering about academic freedom and McCarthyism.

Believe it or not, specialists have found that hand-stamping -- preferably with a nice commemorative stamp -- rather than metering an envelope makes for a significantly higher response. In fact, the more expensive the postage, the higher the response rate -- right up through air mail-special delivery. In fact, at least one study has shown special delivery as having the lowest

cost per response of any form of mail survey. You need to have everything possible going for you, so consider such things as hand stamping and special delivery. On the other hand, a personalized letter -- which would seem logical -- does not increase response rate and may even reduce it. Maybe it threatens the respondent's anonymity. Better stick with a form letter. A little gift always seems to help. So maybe you'll want to put a university calendar or football schedule in the envelope.

Maximum response dictates that you follow up your first mailing. One way that has proved effective is sending out a reminder postcard three days after the original questionnaire. Then wait about three weeks and send a second questionnaire just in case they've lost the first. If you haven't coded your first questionnaires, you'll have to send a second to everyone.

Let's hope that this is going to bring your response rate over the magic 50 percent mark. Anything less tends to be suspect.

Why not send out twice as many questionnaires and settle for 25 percent? Well, it's because of that old boogie man, error. The major weakness of a mail survey to begin with is the unmeasurable error introduced by non-responders. There is a suspicion that the people who don't answer may differ in some basic way from those who do. Maybe the difference is racial, or economic, or by sex, or by age group. If you get 75 percent response from all over age 40 and 10 percent response from all under 30, you've got a lousy survey. The higher the overall response rate, the less likely that is to happen. When you get over the 50 percent mark, you begin to gain confidence that those not answering are just apathetic, that any answers they might have given would be about the same as from those who did respond. Anyway, this is what we hear from the sad-faced grey people who write for Public Opinion Quarterly. They follow up questionnaires sometimes by interviewing a sample of non-responders.

A mail survey is not the only kind, of course. It's just the cheapest kind. An interview survey is somewhat more accurate and much more expensive. Interviewers must be trained. If your interviewers aren't well trained, people may lie to them -- for many people do give the answers they feel are most wanted in these circumstances.

A second advantage of the interview is that it gives you an opportunity for immediate follow-up on questions. Some people will refuse to participate, but not nearly so many as will fail to return their mailed questionnaires. The fact that people will not feel so confident of remaining anonymous may cause a little inaccuracy. And interviewers may not record answers correctly.

Never try to do the interviews yourself. Most people will balk at telling you to your face that you're a miserable editor. If you really are, you're likely to come up with an inaccurate -- though comforting -- survey when you do your own interviewing.

In an interview, you may want to ask general questions, then go through a recent issue of your publication page by page. Ask if each article has been seen and whether it has been read in whole or in part. Then you'll be able to tell which departments and what kinds of articles get the best readership.

Telephone interviews fit somewhere between mail surveys and interviews as far as both expense and accuracy are concerned.

What you get out of a survey is data, which is a nice thing to have around the office in case some social scientist drops in. But data in its natural state is unattractive. It has to be processed, manipulated, sometimes fondled, occasionally machined. You can do it by hand or -- impersonal as it may seem -- by computer. All you need is a cross-sort, which is about the cheapest thing a computer knows how to do. The most complicated correlations you're likely to want are any relationships between opinions on one hand and age, graduating class, sex, or some other demographic information on the other.

And there's your dehydrated survey. All you need do is add work and worry. You probably have sociologists and statisticians on your campus who can help you with a survey. Use them. But don't let them get the upper hand. Above all, don't let them introduce any of their jargon into your questions.

There are alternatives to the kind of survey I've been describing. One was covered by J.B. Haskins in his 1960 Journalism Quarterly article, "Pretesting Editorial Items and Ideas for Reader Interest." He used a sample of the target audience and rated their interest in titles. The assumption was that a reader decides to read an article on the basis of its apparent content. Members of the sample rate the titles -- subtitles, too, if you wish -- on a scale of 0-100 depending on their interest. If a title gets a good rating, you use if. Of course, you can use a title survey as part of the kind of readership survey I have earlier described.

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SOME GUIDELINES FOR DOING YOUR OWN MAIL SURVEY*

1. Decide what specific problems you are trying to solve. Decide if a survey is the best road to a solution.

2. State the objectives of your survey -- in writing.

3. Decide which group(s) the survey should cover (your universe).

4. Decide on the size of your sample.

   a. Remember that a 50% response rate is good in a mail survey, so plan a sample at least twice as big as the size of the response you'll need.

   b. Remember that sample size does not increase proportionately to the size of the universe. If your universe is 200 people, you'll need 105 responses. If the universe is 100,000 people, you'll need 220 responses.

5. Draw your sample, using a random method.

6. Construct your questionnaire.

   a. Be Brief.

   b. Be specific.

   c. Pay particular attention to clarity.

   d. Use structured (multiple choice) rather than open-ended questions wherever possible.

7. Pretest your questionnaire. Have friends, colleagues, and some representatives of your universe complete the form and suggest improvements.

8. Mail questionnaire.

   a. Include stamped, self-addressed envelope and letter explaining importance of participation.

   b. Remember that researchers have found positive correlation between cost of postage and response.

9. Mail reminder post card three or four days after questionnaire.

10. Second mailing of questionnaire (either to non-responders or entire sample) should come two to three weeks after first mailing. Again enclose stamped, self-addressed envelope and letter explaining reason for mailing.

11. Tabulate and analyze returns (computer cross-sort helps here).

12. MOST IMPORTANT: Apply what you've learned from your survey.

*Source: Cletis Pride, Ph.D.
Assistant Secretary, National Geographic Society

GUIDE TO SAMPLE QUESTIONNAIRES

American Attitudes Toward Education: Comprehensive nationwide survey to determine American attitudes toward higher education. Designed and administered by Group Attitudes Corporation and sponsored by 11 education associations, the survey also compares the effect of differing levels of education on the views Americans hold.

Alma Mater College: General alumni questionnaire prepared by Group Attitudes Corporation and used at several colleges and universities. Designed to improve fund-raising programs and alumni communications.

Wake Forest University: Marketing study: (1) to increase alumni donations and (2) to provide information on alumni in order to serve them better. The survey provides a pattern for market research among alumni groups that is both low-cost and simple enough to be used by development professionals.

The Maricopa Community Colleges: Marketing survey to determine college image in community, pinpoint directions for initial marketing program, and provide insight for more detailed future surveys.

State University of New York at Buffalo: Institutional image study among county voters. Attempts to find out involvement with the university, knowledge about faculty, data such as enrollment and financing, opinion of the university's value to the community, and feelings about the university.

University of Illinois: Marketing survey administered to friends and alumni at university-related gatherings. Determines those areas respondents are most interested in and would be most inclined to support.

University of Richmond: Institutional image survey in the local business community preceding a capital campaign. Seeks information on how UR compares with selected institutions, assessments of different aspects of the university, and giving history, including reasons for not giving.

North Dakota State University: Student opinion survey to find out whether students are being served adequately by various campus student services offices.

Hofstra University: Brief but comprehensive readership questionnaire for internal newsletter. Attempts to identify reader preference for format, design, content, and publication schedule.

The Johns Hopkins University: Readership survey to assess reader interest in the various publications sent to alumni.

Hofstra University: Questionnaire used in 1975 to measure the effectiveness of various communications tools used in student recruitment.

Draft of a suggested student questionnaire: Designed for use by mail with randomly selected sample of all of the prospective students in a college or university's target market area.

American Attitudes Toward Higher Education Survey

1. There are many reasons why people decide to go to college and just as many reasons why people cannot go to college or choose not to go to college. First, for each of the items listed below, use the zero-to-10 rating scale to indicate how important you feel it is as a reason why people do go to college.

	Very Important					Somewhat Important				Not At All Important	
a. Because people feel a college degree is necessary to get a job.	10	9	8	7	6	5	4	3	2	1	0	(6)
b. Because people feel they need more education and vocational training than they have gotten in high school.	10	9	8	7	6	5	4	3	2	1	0	(7)
c. Because of the prestige involved in going to college.	10	9	8	7	6	5	4	3	2	1	0	(8)
d. Because they have gotten a scholarship to college, or a financial aid program is available.	10	9	8	7	6	5	4	3	2	1	0	(9)
e. Because their friends and family members have gone to college.	10	9	8	7	6	5	4	3	2	1	0	(10)
f. Because nowadays society almost expects you to go to college.	10	9	8	7	6	5	4	3	2	1	0	(11)
g. Because going to college helps develop the ability to get along with different kinds of people.	10	9	8	7	6	5	4	3	2	1	0	(12)

→ (Proceed to Q. 1, Item h)

1. (Continued)

	Very Important					Somewhat Important				Not At All Important	
h. Because people feel college provides a basic, general education and an appreciation of ideas.	10	9	8	7	6	5	4	3	2	1	0 (13)
i. Because people feel that a college education can help develop morals, ethical standards, and values.	10	9	8	7	6	5	4	3	2	1	0 (14)
j. Because people feel that a college education is necessary in order to pursue graduate studies.	10	9	8	7	6	5	4	3	2	1	0 (15)
k. Other, please specify. _____	10	9	8	7	6	5	4	3	2	1	0 (16)

2. Next, for each of the items listed below, use the zero-to-10 rating scale to indicate how important you feel each of these seems to be as a reason <u>why people choose not to go to college.</u>

	Very Important					Somewhat Important				Not At All Important	
a. Because people feel a high school education is all they need to get a job.	10	9	8	7	6	5	4	3	2	1	0 (17)
b. Because people don't like school and don't want to continue their education after high school.	10	9	8	7	6	5	4	3	2	1	0 (18)

→ (Proceed to Q. 2, Item c)

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2. (Continued)

	Very Important					Somewhat Important					Not At All Important	
c. Because a college education is too expensive.	10	9	8	7	6	5	4	3	2	1	0	(19)
d. Because people feel that a college education does not adequately prepare or train them for a job or career in the real world.	10	9	8	7	6	5	4	3	2	1	0	(20)
e. Because they feel there are alternatives to going to college, such as on-the-job training programs, or attending technical or special schools.	10	9	8	7	6	5	4	3	2	1	0	(21)
f. Because some people would prefer to have an income for a while, before they choose to go to college.	10	9	8	7	6	5	4	3	2	1	0	(22)
g. Because some people think you should not go to college unless you know exactly what you want to study.	10	9	8	7	6	5	4	3	2	1	0	(23)
h. Other, please specify. _____	10	9	8	7	6	5	4	3	2	1	0	(24)

3. In your view, how important are the things someone learns at a college or university for later life. Please circle the most appropriate number on the zero-to-10 rating scale.

Very Important					Somewhat Important					Not At All Important	
10	9	8	7	6	5	4	3	2	1	0	(25)

→ (Proceed to Q. 4)

4. What is your personal impression of the overall quality of a college or university education in the United States? Would you say...(PLEASE CHECK ONE)

____1. The quality of a college education is excellent? (26)

____2. The quality of a college education is good?

____3. The quality of a college education is fair?

____4. The quality of a college education is poor?

4a. Do you feel that the overall quality of a college education today is...(PLEASE CHECK ONE)

____1. Generally improving, getting better? (27)

____2. Staying about the same, not really changing at all?

____3. Generally declining, getting worse?

5. What are your general reactions to each of the following aspects of a college or university? For each phrase listed please check the response that comes closest to your own reaction. Check only one response for each phrase.

	Very Positive	Somewhat Positive	Indifferent	Somewhat Negative	Very Negative	
a. Scientific research	____1.	____2.	____3.	____4.	____5.	(28)
b. Performing arts (theater, dance, concert) programs for the public	____1.	____2.	____3.	____4.	____5.	(29)
c. The pursuit of academic excellence	____1.	____2.	____3.	____4.	____5.	(30)
d. Big-time university athletics	____1.	____2.	____3.	____4.	____5.	(31)

→ (Proceed to Q. 5, Item e)

7. Following are a series of statements about a college educated person: Please indicate how much you agree or disagree with each statement.

	Strongly Agree	Somewhat agree	Uncertain	Somewhat Disagree	Strongly Disagree
a. A college educated person is more likely to be a law-abiding citizen.	___1.	___2.	___3.	___4.	___5.(43)
b. A college educated person is more likely to have a stable family life.	___1.	___2.	___3.	___4.	___5.(44)
c. A college educated person is as likely to be unemployed in a recession as anyone else.	___1.	___2.	___3.	___4.	___5. (45)
d. A college educated person is more likely to be self-supporting.	___1.	___2.	___3.	___4.	___5.(46)
e. A college educated person is likely to be less mechanically and technically skilled than other people.	___1.	___2.	___3.	___4.	___5.(47)
f. A college educated person is more likely to be a leader in the community.	___1.	___2.	___3.	___4.	___5.(48)
g. A college educated person is more likely to pay taxes.	___1.	___2.	___3.	___4.	___5.(49)

→ (Proceed to Q. 8)

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5. (continued)

	Very Positive	Somewhat Positive	Indifferent	Somewhat Negative	Very Negative	
e. International programs	___1.	___2.	___3.	___4.	___5.	(32)
f. Adult education	___1.	___2.	___3.	___4.	___5.	(33)
g. Conferences on national issues	___1.	___2.	___3.	___4.	___5.	(34)
h. Free inquiry into controversial ideas	___1.	___2.	___3.	___4.	___5.	(35)
i. Preparation for a career	___1.	___2.	___3.	___4.	___5.	(36)
j. Tuition costs	___1.	___2.	___3.	___4.	___5.	(37)
k. Faculty tenure and promotion	___1.	___2.	___3.	___4.	___5.	(38)
l. Academic freedom	___1.	___2.	___3.	___4.	___5.	(39)

6. In your opinion, how important are the following purposes of a college or university? For each purpose listed, please check the response that comes closest to your point of view.

	Very Important	Somewhat Important	Only Slightly Important	Not At All Important	
a. Teaching	___1.	___2.	___3.	___4.	(40)
b. Research	___1.	___2.	___3.	___4.	(41)
c. Public service	___1.	___2.	___3.	___4.	(42)

→ (Proceed to Q. 7)

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8. You may receive information about colleges and universities from many different places. How important as an information source are...

	Very Important	Somewhat Important	Only Slightly Important	Not At All Important	
a. Publications of a college or university (catalogs, brochures, etc.)	___1.	___2.	___3.	___4.	(50)
b. Commercially available guide books (such as The College Handbook)	___1.	___2.	___3.	___4.	(51)
c. Newspaper or news magazine articles or advertisements	___1.	___2.	___3.	___4.	(52)
d. Television or radio	___1.	___2.	___3.	___4.	(53)

9. Are there any other information sources, not previously mentioned, that have been or might be important to you in obtaining information about colleges or universities?

___1. Yes (54)

___2. No

IF YES

9a. Please indicate what these might be.

_____ (55)

_____

_____

_____

_____

→ (Proceed to Q. 10)

10. Population experts say there will be fewer college-age young people in the 1980s and 1990s. That will mean smaller college and university enrollments. Suppose that because of this colleges and universities have to cut back on some areas of study. For each area listed below please say how much you think that area of study could be cut back.

	Could Be Cut Back Drastically	Could Be Cut Back Somewhat	Could Be Cut Back Only Slightly	Should Not Be Cut Back At All	
a. The sciences (physics, chemistry, biology, etc.)	___1.	___2.	___3.	___4.	(56)
b. The social sciences (economics, sociology, psychology, etc.)	___1.	___2.	___3.	___4.	(57)
c. The humanities (literature, languages, philosophy, etc.)	___1.	___2.	___3.	___4.	(58)
d. The fine arts and performing arts (theater, music, dance, painting, sculpture, etc.)	___1.	___2.	___3.	___4.	(59)
e. Engineering and the applied sciences.	___1.	___2.	___3.	___4.	(60)
f. The professions (medicine, law, accounting, architecture, etc.)	___1.	___2.	___3.	___4.	(61)
g. Vocational/technical education	___1.	___2.	___3.	___4.	(62)
h. Remedial courses to make up for academic deficiencies	___1.	___2.	___3.	___4.	(63)

→ (Proceed to Q. 11)

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11. There are different ways of paying for higher education. Following is a list of sources of income for colleges and universities. For the two types of schools shown below, please indicate if you think each source should be a major, minor, or not at all a contributor to college and university funding.

	A. Public or State Colleges and Universities				B. Private or Independent Colleges and Universities			
	Should Be A Major Contributor	Should be A Minor Contributor	Should Not Be a Contributor		Should Be A Major Contributor	Should Be A Minor Contributor	Should Not Be a Contributor	
a. Institution's endowment	___1.	___2.	___3.	(64)	___1.	___2.	___3.	(65)
b. Business and industry	___1.	___2.	___3.	(66)	___1.	___2.	___3.	(67)
c. State government	___1.	___2.	___3.	(68)	___1.	___2.	___3.	(69)
d. Federal government	___1.	___2.	___3.	(70)	___1.	___2.	___3.	(71)
e. Local (county, city) government	___1.	___2.	___3.	(72)	___1.	___2.	___3.	(73)
f. Foundation grants	___1.	___2.	___3.	(74)	___1.	___2.	___3.	(75)
g. Alumni gifts	___1.	___2.	___3.	(76)	___1.	___2.	___3.	(77)
h. Non-alumni gifts	___1.	___2.	___3.	(78)	___1.	___2.	___3.	(79)
i. Religious organizations	___1.	___2.	___3.	(80)	___1.	___2.	___3.	2 (6)
j. Student tuition	___1.	___2.	___3.	(7)	___1.	___2.	___3.	(8)
k. Other sources (Please Specify) _____	___1.	___2.	___3.	(9)	___1.	___2.	___3.	(10)

→ (Proceed to Q. 12)

12. You are probably aware that the federal government is thinking about reducing budgets of a number of federally funded projects and programs. What would be your recommendation for these cutbacks? For each program listed below, please indicate how much you think its budget could be cut back by circling the appropriate number on the zero-to-10 rating scale. The higher the number, the more you think the budget could be cut back.

Program or Area	Should Be Cut Back Drastically					Should Be Cut Back Only Somewhat					Should Not Be Cut Back At All	
a. Government aid to agriculture	10	9	8	7	6	5	4	3	2	1	0	(11)
b. Government funding for the space program	10	9	8	7	6	5	4	3	2	1	0	(12)
c. Government aid for higher education	10	9	8	7	6	5	4	3	2	1	0	(13)
d. Government spending on national defense	10	9	8	7	6	5	4	3	2	1	0	(14)
e. Government funding for energy research and development	10	9	8	7	6	5	4	3	2	1	0	(15)
f. Government funding for cancer and other medical research	10	9	8	7	6	5	4	3	2	1	0	(16)
g. Government support for medical care for the aged	10	9	8	7	6	5	4	3	2	1	0	(17)
h. Government support for the school lunch program	10	9	8	7	6	5	4	3	2	1	0	(18)
i. Government support for social welfare programs	10	9	8	7	6	5	4	3	2	1	0	(19)

→ (Proceed to Q. 13)

Page 12

13. President Reagan and the Congress are considering putting into effect major reductions in financial aid available to many students. Supporters of the cuts see reductions as one means of cutting government spending and fighting inflation.

Critics of the cuts fear it will limit college and university opportunities, forcing students to drop out of college or, transfer to, or enroll in lower-priced institutions, thus causing a financial crisis for many institutions.

Do you agree more with the supporters of the cuts or more with the critics, or do you have a different view?

___1. More with supporters (20)

___2. More with critics

___3. Different view (Please specify_____ (21)

_____

13a. In your opinion should the opportunity to attend college be made available to all young people who have the ability and motivation to profit by a college education?

___1. Yes (22)

___2. No

___3. Undecided

13b. Please indicate how strongly you favor continued federal support for the following higher education programs:

	Strongly Favor	Somewhat favor	Undecided	Somewhat Oppose	Strongly Oppose	
a. Grants to low income students	___1.	___2.	___3.	___4.	___5.	(23)
b. Low interest loans to middle income students	___1.	___2.	___3.	___4.	___5.	(24)

→ (Proceed to Q. 13b, Item c)

13b. (Continued)

	Strongly Favor	Somewhat favor	Undecided	Somewhat Oppose	Strongly Oppose	
c. Support for colleges and universities with a large percentage of low income students	___1.	___2.	___3.	___4.	___5.	(25)
d. Support for university research in the medical field	___1.	___2.	___3.	___4.	___5.	(26)
e. Support for university research in the physical sciences	___1.	___2.	___3.	___4.	___5.	(27)
f. Support for university research in the social sciences	___1.	___2.	___3.	___4.	___5.	(28)
g. Support for university programs in the arts	___1.	___2.	___3.	___4.	___5.	(29)
h. Support for university research in the humanities	___1.	___2.	___3.	___4.	___5.	(30)

14. From what you know of them, what do you think about the salaries paid to faculty members at colleges and universities? Do you think they are generally too high, about right, or generally too low?

A. Salaries at Public or State Colleges		B. Salaries at Private or Independent Colleges	
____1. Too high	(31)	____1. Too high	(32)
____2. About right		____2. About right	
____3. Too low		____3. Too low	

→ (Proceed to Q. 15)

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IF YOU HAVE NEVER ATTENDED A COLLEGE OR UNIVERSITY, PLEASE SKIP TO PAGE 17, QUESTION 20.

IF YOU HAVE ATTENDED A COLLEGE OR UNIVERSITY, PLEASE CONTINUE ON WITH QUESTION 15.

15. Please list below the name of every college or university you have attended, your major subject of study at each school, the degree (if any) you received from each school and the year you received this degree. (IF YOU RECEIVED TWO SEPARATE DEGREES FROM THE SAME SCHOOL, BE SURE TO LIST EACH DEGREE AND GRANTING INSTITUTION SEPARATELY)

Name of College or University	Major Subject	Degree Received	Year Degree Received	
_____	_____	_____	_____	(33)
_____	_____	_____	_____	(34)
_____	_____	_____	_____	(35)
_____	_____	_____	_____	
_____	_____	_____	_____	
_____	_____	_____	_____	
_____	_____	_____	_____	

16. Were you a part-time or full-time student at the school from which you received your undergraduate degree, or (if no degree received) the one you attended most recently?

____1. Part-time only (36)

____2. Full-time

____3. Both part-time and full-time at different periods during my time at this school

17. Considering this same school, when did you last visit the campus?

____1. Within the past year (37)

____2. Between one and five years ago

____3. More than five years ago

→ (Proceed to Q. 18)

18. Have you ever made a donation (money, property, etc.) to this college or university?

____1. Yes (ANSWER Q. 18a.) (38)

____2. No (ANSWER Q. 18b.)

IF YES

18a. Why did you make your donation(s)? (PLEASE CHECK ALL REASONS THAT APPLY)

____1. Belief in the policies of this college or university. (39)

____2. "Repaying" financial assistance received while I was a student there.

____3. Belief in the need for supporting higher education.

____4. Tax deductibility of such gifts.

____5. Specific religious affiliation of this college or university.

____6. Loyalty to this college or university as my alma mater.

____7. Other reasons (Please specify)_____ (40)

_____

_____

IF NO:

18b. Why haven't you made a donation? (PLEASE CHECK AS MANY OF THE FOLLOWING REASONS AS APPLY)

____1. Have not been asked. (41)

____2. Cannot afford to right now.

____3. Am supporting causes that are more worthwhile.

→ (Proceed to Q. 18b., Item 4)

Page 16

18b. (Continued)

____4. My support is not needed.

____5. Oppose current policies of my former college or university.

____6. Religious affiliation of my former college or university.

____7. Other reasons (Please specify) _____ (42)

_____

_____

_____

_____

_____

19. Are you currently a student at a college or university?

____1. Yes (ANSWER Q. 19a AND Q. 19b) (43)

____2. No (SKIP TO Q. 20)

19a. At this time are you working toward a degree or are you taking courses but not working toward a degree?

____1. Working toward a degree (44)

____2. Taking courses but not working toward a degree at this time

19b. Are you a full-time or part-time student?

____1. Full-time (45)

____2. Part-time

→ (Proceed to Q. 20)

EVERYONE ANSWER

To help us interpret your answers to the previous questions, will you please tell us:

20. Your sex

____1. Female (46)

____2. Male

21. Your approximate age.

____1. 18 - 29 (47)

____2. 30 - 39

____3. 40 - 49

____4. 50 - 59

____5. 60 and over

22. How many children under age 18 are dependent on you for support?

____1. None (48)

____2. One

____3. Two

____4. Three or more

23. What is the highest level of school that you have completed?

____1. Up through fifth grade of elementary school (49)

____2. Up through sixth grade grade of elementary school

____3. Up through ninth grade

____4. Up through 11th grade

____5. Up through 12th grade (graduated from high school)

→ (Proceed to Q. 23, Item 6)

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23. (Continued)

____6. Some college
(one to three years, A.A. degree)

____7. Bachelor's degree
(B.A., B.S., etc.)

____8. Master's degree
(M.A., M.S., M.B.A., etc.)

____9. Ph.D. or Ed.D.

___10. Medical, dental, law, divinity or other professional school degree

24. Do you intend or hope to complete additional schooling?

____1. Yes (50)

____2. No

IF YES:

24a. What degree or further level of education do you hope to attain? (Please specify)

_____ (51)

_____ (52)

_____

_____

_____

25. Do you intend or hope to help finance the college education of one or more of your children (or are you currently doing so?)

____1. Yes (53)

____2. No

→ (Proceed to Q. 25a.)

IF YES:

25a. Do you have any concern about your ability to finance a child's college education?

____1. None (I am confident there will be sufficient funds) (54)

____2. Some concern (but there will probably be sufficient funds)

____3. Major concern (not sure funds will be sufficient)

26. The United States Census divides jobs into the following groups. In which group would you put the occupation of the head of your household?

____1. Professional or technical (55)

____2. Managers, administrators, owners of businesses

____3. Sales workers

____4. Clerical workers

____5. Craftsmen (e.g., bakers, machinists, tailors, etc.)

____6. Operatives (e.g., assemblers, produce graders, machine operators, bus drivers, etc.)

____7. Laborers (e.g, warehousemen, lumbermen, fishermen, etc.)

____8. Farmers and farm managers

____9. Farm laborers

___10. Service workers (e.g, janitors, waitresses, private security guards, nursing aides, maids, etc.)

___11. Other (Please specify)_____

_____

⟶ (Proceed to Q. 27)

Page 20

27. Would you please state your family's approximate total annual income before taxes.

____1. Less than $10,000 a year (56)

____2. $10,000 to $14,999

____3. $15,000 to $19,999

____4. $20,000 to $24,999

____5. $25,000 to $29,999

____6. $30,000 to $39,999

____7. $40,000 or more

28. Please use the space below for additional comments.

_____ (57)

_____ (58)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Please return the completed questionnaire in the enclosed, postage-paid envelope.

THANK YOU VERY MUCH FOR YOUR VALUABLE HELP.

Group Attitudes Corporation
633 Third Avenue
New York, NY 10017
212-697-5638

FOR TABULATING USE ONLY

☐☐☐☐☐☐
(1) (2) (3) (4) (5) (6)

Confidential Survey

TO: ALMA MATER ALUMNUS

Please answer all of the questions in this form and return it at your earliest convenience.

Mail the form in the enclosed postage-paid business reply envelope to Group Attitudes Corporation. Do not sign this form. All responses will be kept completely confidential.

Thank you for your valuable help.

Walter K. Lindenmann,
President

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2.

1. Please write in your major or special field for each degree program you have completed at ALMA MATER COLLEGE. Also, write in the year in which you received the degree. If you did not earn a degree from ALMA MATER COLLEGE, then simply list your major field and the last year in which you were enrolled.

FROM ALMA MATER COLLEGE:

	Major	Year
A. B.A. or Equivalent	_____ 1.	_____ 2.
B. M.A. or Equivalent	_____ 1.	_____ 2.
C. Ph.D., M.D., or Equivalent	_____ 1.	_____ 2.
D. Did not earn a degree	_____ 1.	_____ 2.

2. If you earned a degree from another institution, please list the name of the school, your major, and the year the degree was awarded.

FROM OTHER INSTITUTIONS:

	School	Major	Year
A. B.A. or Equivalent	_____ 1.	_____ 2.	_____ 3.
B. M.A. or Equivalent	_____ 1.	_____ 2.	_____ 3.
C. Ph.D., M.D., or Equivalent	_____ 1.	_____ 2.	_____ 3.

Proceed to Q. 3 ⟶

3. Think about your years at ALMA MATER COLLEGE. Please indicate how important what you learned at ALMA MATER COLLEGE was in helping to shape your later life. Answer by circling the appropriate number on the zero-to-10 rating scale. The higher the number, the more important what you learned at the school has been to your life.

What Was Learned Has Been Very Important to my Life				What Was Learned Has Been Somewhat Important to my Life						What Was Learned Has Not at All Been Important to my Life
10	9	8	7	6	5	4	3	2	1	0

4. By circling the appropriate number on the scale, please indicate how proud you are to tell relatives, friends, and acquaintances that you attended ALMA MATER COLLEGE.

Very Proud					Somewhat Proud					Not at All Proud
10	9	8	7	6	5	4	3	2	1	0

5. Again using the scale, how likely would you be to recommend ALMA MATER COLLEGE to a relative, friend or acquaintance?

Very Likely to Recommend					Somewhat Likely to Recommend					Not at All Likely to Recommend
10	9	8	7	6	5	4	3	2	1	0

5A. If you would like to explain <u>why</u> you gave the score you did on Question 5, please do so here.

_____

_____

_____

Proceed to Q. 6 ⟶

4.

6. Following are some statements that might or might not apply to how you feel about your former school -- ALMA MATER COLLEGE. For each, please indicate how strongly you agree or disagree by circling the appropriate number on the scale.

	Agree Strongly				Neutral						Disagree Strongly
a. On the whole, I feel that my former college or university is a high-quality school.	10	9	8	7	6	5	4	3	2	1	0
b. On the whole, the faculty at my former college or university is well-qualified and responsible.	10	9	8	7	6	5	4	3	2	1	0
c. From what I hear, it is a better institution today than when I attended.	10	9	8	7	6	5	4	3	2	1	0
d. The experiences I gained while at the college are still proving beneficial to me in my life.	10	9	8	7	6	5	4	3	2	1	0
e. ALMA MATER COLLEGE is a school that I feel deserves the support of its alumni.	10	9	8	7	6	5	4	3	2	1	0

Proceed to Q. 7 ⟶

5.

7. People differ in the types of relationships they maintain with their former schools. For each of the following, please indicate whether it does or does not apply to you, with respect to your own former college.

	Does Apply To Me	Does Not Apply to Me
a. I am a member of my former school's alumni association.	___1.	___2.
b. I receive publications from the alumni association several times a year.	___1.	___2.
c. I receive publications from the school itself several times a year.	___1.	___2.
d. I have participated actively in alumni association affairs (for example, by holding office, etc., attending meetings.)	___1.	___2.
e. A son or daughter of mine (or other close relative) is a student at my former school.	___1.	___2.
f. I attend college athletic educational, or cultural events.	___1.	___2.
g. I help in college fund-raising activities.	___1.	___2.

8. Some college alumni enjoy assisting their former schools in recruiting new students. Would this kind of involvement interest you?

___1. Yes
___2. No
___3. Not Certain

Proceed to Q. 9 ⟶

6.

9. Some college alumni would be willing to write letters of support for their former schools to legislators and other government officials. Would you ever be willing to get involved in such an activity?

___1. Yes
___2. No
___3. Not Certain

10. When it comes to finding out what is happening at your former college, please indicate how important each of the following information sources is...

	Very Important Source					Somewhat Important Source				Not at All Important Source	
a. Personal contacts with present students, other alumni, staff or faculty.	10	9	8	7	6	5	4	3	2	1	0
b. Publications from the college or university (such as catalogs, brochures, alumni newsletters).	10	9	8	7	6	5	4	3	2	1	0
c. Newspaper, magazine, radio or television stories that refer to the school.	10	9	8	7	6	5	4	3	2	1	0
d. Advertisements placed by the school.	10	9	8	7	6	5	4	3	2	1	0
e. Letters and other correspondence from school officers, or the alumni association.	10	9	8	7	6	5	4	3	2	1	0

Proceed to Q. 11 ⟶

7.

11. Following is a list of articles that might appear in your former college's alumni newsletter, newspaper, or magazine. Please indicate how interested you would be in reading about such items.

	Very Interested			Somewhat Interested						Not at All Interested	
a. Alumni accomplishments	10	9	8	7	6	5	4	3	2	1	0
b. Alumni social functions, tours	10	9	8	7	6	5	4	3	2	1	0
c. Class notes (weddings, babies, etc.)	10	9	8	7	6	5	4	3	2	1	0
d. Faculty briefs (books, grants)	10	9	8	7	6	5	4	3	2	1	0
e. Student news	10	9	8	7	6	5	4	3	2	1	0
f. College curriculum (new courses, changes)	10	9	8	7	6	5	4	3	2	1	0
g. Fund-raising news	10	9	8	7	6	5	4	3	2	1	0
h. College/community relations activities	10	9	8	7	6	5	4	3	2	1	0
i. Review of campus events	10	9	8	7	6	5	4	3	2	1	0
j. Coming events on campus	10	9	8	7	6	5	4	3	2	1	0
k. Sports	10	9	8	7	6	5	4	3	2	1	0
l. Degree courses for adults	10	9	8	7	6	5	4	3	2	1	0

Continue with Q. 11 ⟶

8.

		Very Interested							Somewhat Interested			Not at All Interested
11. m.	Non-degree lectures, seminars, etc.	10	9	8	7	6	5	4	3	2	1	0
n.	Goals and policies of college	10	9	8	7	6	5	4	3	2	1	0
o.	Career information	10	9	8	7	6	5	4	3	2	1	0
p.	Other (please specify)_____	10	9	8	7	6	5	4	3	2	1	0

12. We would like your impression of what things are important (or not important) at your former school. For each of the following phrases sometimes associated with a college education, use the scale to indicate how important you feel that item is at your former school.

	Very Important							Somewhat Important			Not At All Important
a. Conducting scientific research	10	9	8	7	6	5	4	3	2	1	0
b. Performing arts (theater, dance, concerts) programs for the public	10	9	8	7	6	5	4	3	2	1	0
c. The pursuit of excellence	10	9	8	7	6	5	4	3	2	1	0
d. Sports	10	9	8	7	6	5	4	3	2	1	0
e. International studies program	10	9	8	7	6	5	4	3	2	1	0

Continue with Q. 12 ⟶

9.

		Very Important						Somewhat Important				Not At All Important
12. f.	Adult or continuing education	10	9	8	7	6	5	4	3	2	1	0
g.	Holding conferences or seminars on national issues	10	9	8	7	6	5	4	3	2	1	0
h.	Free inquiry into controversial ideas	10	9	8	7	6	5	4	3	2	1	0
i.	Preparation for the best careers	10	9	8	7	6	5	4	3	2	1	0
j.	Scholarships, loans and student aid programs	10	9	8	7	6	5	4	3	2	1	0
k.	Sororities and fraternities	10	9	8	7	6	5	4	3	2	1	0
l.	Building friendships	10	9	8	7	6	5	4	3	2	1	0
m.	Earning a degree	10	9	8	7	6	5	4	3	2	1	0
n.	Undergraduate education	10	9	8	7	6	5	4	3	2	1	0
o.	Graduate education	10	9	8	7	6	5	4	3	2	1	0
p.	Providing career counseling and development assistance.	10	9	8	7	6	5	4	3	2	1	0

Proceed to Q. 13 ⟶

10.

13. Population experts say there will be fewer college-age young people coming along in the 1980s and 1990s. That is going to mean smaller college and university enrollments. This fact worries many colleges and universities, because they face the problem of how to survive with fewer students.

Suppose, in order to survive, your former college has to cut back on some of the six areas of study listed below. For each area listed, please say how much <u>you think that area of study could be cut back</u>.

	Could Be Cut Back Drastically	Could Be Cut Back Somewhat	Could Be Cut Back Only Slightly	Could Not Be Cut Back At All
a. The sciences (physics, chemistry, biology, etc.)	___1.	___2.	___3.	___4.
b. The social sciences (economics, sociology, psychology, etc.)	___1.	___2.	___3.	___4.
c. The humanities (literature, languages, philosophy, etc.)	___1.	___2.	___3.	___4.
d. The creative and performing arts (theater, music, dance, painting, sculpture, etc.)	___1.	___2.	___3.	___4.
e. The professions (medicine, law accounting, architecture, etc.)	___1.	___2.	___3.	___4.
f. Engineering and the applied sciences	___1.	___2.	___3.	___4.

Proceed to Q. 14 ⟶

14. Some observers, in speaking of colleges' and universities' plight in an era of high inflation and slow economic growth, have said:

> "We fear a deterioration in the quality of higher education as colleges place less emphasis on academic excellence in an attempt to attract as many students as possible."

How concerned are you, <u>personally</u> about this possibility?

___1. Very concerned

___2. Fairly concerned

___3. Only a little concerned

___4. Not at all concerned

15. Do you think this is a problem at your former college or university?

___1. Yes

___2. No

___3. Not Certain

15A. (IF YES) why do you feel that way?

_____

_____

_____

_____

Proceed to Q. 16 ⟶

12.

16. During recent years, more and more colleges and universities have begun to advertise in newspapers, magazines and on radio, in order to attract new students. This practice may grow in coming years. Below are three statements about advertising by institutions of higher education. Please indicate which statement comes closest to your own view.

___1. "If a college or university finds that advertising is a good way to tell people about the programs it offers, I say fine. Advertising is the American way to spread the word to those who are in the market for a service or product."

___2. "Advertising can only hurt a college or university's reputation and quality. I think a school should try a lot of other ways to survive before it advertises in the media."

___3. "The only way people can use educational services is to know what they are, where they are, when they are offered and what they cost. Therefore, advertising such services is needed for the public to use the institution."

17. Here is a statement about the tuition prices that are charged to college and university students. In connection with your former school, do you agree or disagree with this statement:

"As a general rule, tuition fees at my former school should be increased so that students pay a greater share of a school's operating costs than they do now."

___1. Agree strongly

___2. Agree somewhat

___3. Disagree somewhat

___4. Disagree strongly

Proceed to Q. 18 ⟶

18. Listed below are possible sources for the funds that your former college depends on to remain open. Which of these do you think are principal contributors to the school's funding, which are minor contributors, and which are not contributors at all? (Please answer for each.)

	Probably a Principal Contributor	Probably a Minor Contributor	Probably Not a Contributor
a. Institution's endowment	___1.	___2.	___3.
b. Business and industry	___1.	___2.	___3.
c. State government	___1.	___2.	___3.
d. Federal government	___1.	___2.	___3.
e. Local (county, city) government	___1.	___2.	___3.
f. Foundation grants	___1.	___2.	___3.
g. Alumni gifts	___1.	___2.	___3.
h. Religious Organizations	___1.	___2.	___3.
i. Student tuition	___1.	___2.	___3.
j. Other sources (please specify) _____ _____	___1.	___2.	___3.

Proceed to Q. 19 ⟶

14.

19. Which of these do you think <u>should</u> be <u>principal</u> contributors to funding at your former college, which should be <u>minor</u> contributors, and which should <u>not</u> be expected to contribute funds?

	Should be a Principal Contributor	Should be a Minor Contributor	Should Not be a Contributor
a. Institution's endowment	___1.	___2.	___3.
b. Business and industry	___1.	___2.	___3.
c. State Government	___1.	___2.	___3.
d. Federal government	___1.	___2.	___3.
e. Local (county, city) government	___1.	___2.	___3.
f. Foundation grants	___1.	___2.	___3.
g. Alumni gifts	___1.	___2.	___3.
h. Religious Organizations	___1.	___2.	___3.
i. Student Tuition	___1.	___2.	___3.
j. Other Sources (please specify) _____ _____	___1.	___2.	___3.

Proceed to Q. 20 ⟶

20. Some college alumni give donations to their former schools. Have you ever made a donation of money or property to your former college or university?

___1. Yes
___2. No

IF YES:
20a. Why did you make your donation(s)? (Please check as many of the following reasons as apply)

___1. Belief in the policies of my former college or university.

___2. Repaying financial assistance received in my own student days.

___3. Belief in the need for supporting higher education.

___4. Tax deductibility of such gifts.

___5. Specific religious affiliation of my former college or university.

___6. Loyalty to the former college or university as my alma mater.

___7. Other reasons (Please specify)

_____

IF NO:
20b. Why haven't you made a donation? (Please check as many of the following reasons as apply)

___1. Have not been asked.

___2. Cannot afford to right now.

___3. Am supporting causes that are more worthwhile.

___4. Support is not needed.

___5. Oppose current policies of my former college or university.

___6. Religious affiliation of my former college or university.

___7. Other reasons (Please specify)

_____

Proceed to Q. 21 →

16.

21. Do you feel that alumni, as a group, should be "the" primary funding source for their own former colleges or universities; or, "a" primary funding source; or merely one among several funding sources; or, not counted upon at all by their former institutions for a certain proportionate funding contribution?

___1. "The" primary source

___2. "A" primary source

___3. One among several

___4. Not counted on at all

22. Some people have recommended increasing federal support for university-based research to help colleges cope with economic difficulty. How strongly do you agree or disagree with this recommendation?

___1. Agree strongly

___2. Agree somewhat

___3. Disagree somewhat

___4. Disagree strongly

23. When did you last visit your former college?

___1. Within past month

___2. Within past six months

___3. Within past year

___4. Within past five years

___5. More than five years ago

___6. Have never been back to visit campus since last in attendance

Proceed to Q. 24 ⟶

24. (Special Proprietary Individual College Question)

25. (Special Proprietary Individual College Question)

26. (Special Proprietary Individual College Question)

Proceed to Q. 27 ⟶

18.

BACKGROUND INFORMATION

To help us interpret your answers to the previous questions, please tell us...

27. ...if you are

___1. Female, or
___2. Male

28. ...your approximate age?

___1. Between 18 and 29
___2. Between 30 and 39
___3. Between 40 and 49
___4. Between 50 and 59
___5. 60 and Over

29. ...the number of people, including yourself, living in your household right now?

___1. One
___2. Two
___3. Three or Four
___4. Five or Six
___5. Seven or More

30. ...the number of children under age 18 who are dependent on you for support:

___1. None
___2. One
___3. Two
___4. Three or More

31. ...if you intend or hope to help finance the education of one or more children beyond high school (or are you currently doing so)?

___1. Yes (Proceed to Q. 31a)
___2. No (Proceed to Q. 32)

Continue with Q. 31 ⟶

(IF YES TO Q. 31)

31a. Do you have any concern about your ability to finance a child's college education?

___1. None (I am confident there will be sufficient funds.)

___2. Some concern (but there will probably be sufficient funds.)

___3. Major concern (not sure funds will be sufficient.)

32. The United States census divides jobs into the following groups. In which group would you put the occupation of the head of your household?

___1. Professional or technical
___2. Managers, administrators, owners of own businesses
___3. Sales Workers
___4. Clerical Workers
___5. Craftsmen (e.g., bakers, machinists, tailor, etc.)
___6. Operatives (e.g., assemblers, produce graders, machine operators, bus drivers, etc.)
___7. Laborers (e.g., warehousemen, laborers, lumbermen, fishermen, etc.)
___8. Farmers and farm managers
___9. Farm laborers
___10. Service workers (e.g., janitors, waitresses, private security guards, nursing aides, maids, etc.)
___11. Other (Please specify)_____

_____

33. Would you please state your family's approximate total annual income before taxes.

___1. Less than $10,000 a year
___2. $10,000 to $14,999
___3. $15,000 to $19,999
___4. $20,000 to $24,999
___5. $25,000 to $29,999
___6. $30,000 to $34,999
___7. $35,000 to $39,999
___8. $40,000 or more

Proceed to Q. 34 ⟶

20.

34. In which of the following sections of the country do you live, based on the fragmented map below:

___1. Northeast
___2. Central
___3. Southeast
___4. Southwest
___5. Far West

35. If there are any further comments you would like to make about subjects covered in this survey, or on the survey itself, please make them here:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Thank you very much for your valuable help.

Please return the completed questionnaire in the enclosed postage-paid envelope

Wake Forest University

WFU Alumni Survey — Fall 1979

I. Information from forms — Columns

1. Identification number assigned. (A,1-3)

2. List undergraduate class year (record 2-digit number) (A,5-6)

3. Was undergraduate degree received? (1 if yes, 2 if no) (G by class year indicates degree received; A indicates degree not received). (A,8)

4. Did alumnus/a attend graduate or professional school at WFU? (1 if yes, 2 if no). (A,10)

5. Indicate sex of alumnus/a (1 if female, 2 if male) (A,12)

6. List code for state of residence. If address originally given is incorrect, make change to current state of residence (see code sheet for 1-digit code). (A,14-15)

7. If from North Carolina, list region of state. (see code sheet for division of counties into regions). (A,17)

8. List dollar amount of total gifts to date (round off to nearest dollar). (A,19-25)

9. List dollar amount of total gifts in 1978-79 (round to nearest dollar). (A,27-31)

II. Hello, may I speak with (alumnus/a).

Hello, this is (your name). I'm conducting an opinion survey of alumni of Wake Forest University. We'd like to include your opinions. It will take about 10 minutes.

We are mainly interested in learning more about your attitudes toward Wake Forest and which areas of Wake Forest you are interested in. I am an independently-contracted interviewer and any information you give me will be kept strictly confidential. We are interested in the overall profile and opinions of a sample of alumni, not the answers of any particular individuals.

III. First we would like to know some of your opinions about Wake Forest.

1. Which of the following phrases best describes your feelings toward Wake Forest? The phrases are: (A,33)

1)____I have very positive, warm feeling toward WFU.
2)____I have somewhat positive feelings.
3)____My feelings are neither positive nor negative.
4)____I have negative feelings toward Wake Forest.

2. In your opinion, which of the following phrases is most true about the quality and reputation of Wake Forest over the past 10 to 20 years? (A,35)

1)____Quality and reputation have improved a great deal.
2)____Have improved somewhat.
3)____Have stayed about the same.
4)____Have diminished somewhat.
5)____Have diminished a great deal.
6)____No opinion.

3. Will you likely make a charitable gift to any area of Wake Forest in the future? (A,37)

1)yes____ 3)qualified yes____ 5)undecided_____
2)no_____ 4)qualified no_____ 6)no response____

IF YES TO QUESTION 3, GO TO QUESTION 4. IF NO, GO TO QUESTION 5.

4. I'm going to list several areas of Wake Forest and would like for you to indicate your level of interest in giving to these areas, the categories are: Very Interested, Somewhat Interested and Not Interested at All.

4a. The first area is financial aid for students other than athletic scholarships. If you were to make gift to Wake Forest, would you be Very Interested, Somewhat Interested, or Not Interested in giving to student aid. (A,39)
1)VI_____ 2)SI_____ 3)NI_____ 4)Don't know_____

4b. How about giving to an undergraduate academic department or program? (A,41)
1)VI_____ 2)SI_____ 3)NI_____ 4)Don't know_____

4c. A graduate or professional school or program? (A,43)
1)VI_____ 2)SI_____ 3)NI_____
4)Don't know_____

4d. The athletic program or athletic scholarships? (A,45)
1)VI_____ 2)SI_____ 3)NI_____
4)Don't know_____

4e. Wherever the need is greatest (unrestricted, College Fund)? (A,47)
1)VI_____ 2)SI_____ 3)NI_____ 4)Don't know_____

4f. Faculty salaries? (A,49)
1)VI_____ 2)SI_____ 3)NI_____
4)Don't know_____

4g. Are there any other areas that you would be interested in giving to? What are they? (A,51)
yes_____ no_____ other areas_____

5. Do you have a will (last will and testament)? (A,53)
yes____ no____ no response____

IF YES TO QUESTION 5, ASK QUESTION 5a. IF NO, GO TO QUESTION 6.

5a. Have you put a provision in your will for any area of Wake Forest (A,55)
yes____ no____ no response____

6. (If you had a will) would you consider putting a provision in your will for any area of Wake Forest? (A,57)
yes____ no____ no response____

IF YES TO QUESTION 3, GO TO QUESTION 7. IF NO, GO TO QUESTION 8.

7. Some graduates were recently asked to give reasons that alumni contribute to Wake Forest. I am going to list some of these reasons and ask you to tell me their level of importance to you in your personal decision about giving to Wake Forest. The levels are Very Important, Somewhat Important, and Not Important.

7a. Loyalty and concern for Wake Forest. (A,59)
VI____ SI____ NI____ DK____

7b. Recognition of Wake Forest's need for alumni support. (A,61)
VI____ SI____ NI____ DK____

7c. Wish to be recognized as a contributor. (A,63)
VI____ SI____ NI____ DK____

7d. Interest in athletic program. (A,65)
VI____ SI____ NI____ DK____

7e. Tax deductibility of gift. (A,67)
VI____ SI____ NI____ DK____

7f. Wish to receive benefits such as athletic tickets. (A,69)
VI____ SI____ NI____ DK____

7g. Gratitude to Wake Forest for education. (A,71)
VI____ SI____ NI____ DK____

7h. Wish to improve college class's record of support. (A,73)
VI____ SI____ NI____ DK____

7i. Good experiences while in school. (A,75)
VI____ SI____ NI____ DK____

7j. Interest in children attending or applying to WFU. (A,77)
VI____ SI____ NI____ DK____

7k. Wish to keep costs down for current students. (B,1)
VI____ SI____ NI____ DK____

7l. Interest in continued improvement of academic program and reputation. (B,3)
VI____ SI____ NI____ DK____

IF YES TO QUESTION 3, GO ON TO QUESTION 9. IF NO, GO TO QUESTION 8.

8. Some graduates were recently asked to give reasons that alumni do not contribute to Wake Forest. I am going to list some of these reasons and ask you to tell me their level of importance to you in your personal decision about giving to Wake Forest. The categories are Very Important, Somewhat Important and Not Important.

8a. Bad experience at Wake Forest as a student. (B,5)
VI____ SI____ NI____ DK____

8b. No feelings of loyalty or concern for Wake Forest. (B,7)
VI____ SI____ NI____ DK____

8c. Disagreement with recent policies or desicions at Wake Forest. (B,9)
VI____ SI____ NI____ DK____

8d. Financially unable to contribute to Wake Forest. (B,11)
VI____ SI____ NI____ DK____

8e. Disappointment with admissions results for family or friends. (B,13)
VI____ SI____ NI____ DK____

8f. Have little contact with Wake Forest. (B,15)
VI____ SI____ NI____ DK____

8g. Other cause have a higher priority for contributions. (B,17)
VI____ SI____ NI____ DK____

8h. Disagreement with the way in which Wake Forest uses money. (B,19)
VI____ SI____ NI____ DK____

8i. Dislike for the manner in which gifts are solicited. (B,21)
VI____ SI____ NI____ DK____

8j. Disappointment with athletic program. (B,23)
VI____ SI____ NI____ DK____

8k. Feel Wake Forest has plenty of money without your gift. (B,25)
VI____ SI____ NI____ DK____

9. Have you ever made a charitable gift to any area of Wake Forest in the past? (B,27)
yes____ no____ don't know____

IF NO, SKIP TO QUESTION 13, IF YES, GO ON TO NEXT QUESTION

10. Approximately how many years has it been since you last made a gift to Wake Forest? (B,29-30)
_____ years

11. Which of the following phrases best describes how often you give to Wake Forest? (B,32)
1)____try to give every year
2)____every 2 to 4 years
3)____every 5 years or more
4)____don't know

12. I'm going to list several ranges of dollar amounts. Please indicate which range comes closest to the total amount you gave to Wake Forest during the last year you contributed. The ranges are: (B,34)
1)____$25 or less
2)____$26 to $99
3)____$100 to $499
4)____$500 to $999
5)____$1000 to $2999
6)____$3000 or more
7)____no response
0)____don't know

13. Have you ever served as a volunteer for Wake Forest, such as a class agent or chairman, club meeting organizer or committee or board member? (B,36)
yes____ no____ don't know____

14. Next, I'm now going to list several kinds of charitable causes and organizations. If you personally or as a family make charitable gifts to a cause on a regular basis - say, at least every other year - please answer yes. If you seldom or never make such gifts to the cause, answer no.

14a. First, do you regularly make charitable gifts to any community drives, such as The United Way? (B,38)
yes____ no____ no response____

14b. How about health-related organizations, such as the Heart Fund? (B,40)
yes____ no____ no response____

14c. Churches or other religious organizations? (B,42)
yes____ no____ no response____

14d. Welfare organiations, such as CARE or Salvation Army. yes____ no____ no response____ (B,44)

14e. Arts-related organizations or museums? (B,46)
yes____ no____ no response____

14f. Are there any other charitable causes to which you contribute? yes___ no___ no response___ (B,48)

15. Do you regularly make charitable gifts to any colleges, graduate or professional schools, or private schools other than Wake Forest? yes___ no___ no response___ (B,50)

16. Do you receive the Wake Forest Magazine? (B,52)
yes____ no____ no response____

IF YES TO QUESTION 16

16a. Which of the following phrases best describes how much of the magazine you typically read? (B,54)
1)____read most articles.
2)____read several articles.
3)____read very few articles.
4)____don't read at all.
0)____don't know

IV. Finally, I would like to get some descriptive information about you.

17. What is your marital status? _____ status (B,56)

IF MARRIED

17a. Did your spouse attend Wake Forest? (B,58)
yes____ no____ no response____

17b. Does your spouse make charitable gifts to any colleges, graduate or professionals schools or private schools other than Wake Forest? (B,60)
yes___ no___ no response____

IF MARRIED OR PREVIOUSLY MARRIED

17c. Do you have any children? yes____ no____ (B,62)

IF PERSON HAS CHILDREN

17d. How many do you have? _____ number (B,64-6

17e. Have you had a child attend Wake Forest? (B,67)
yes ____ no____ no response____

18. Have any of your relatives other than your spouse or children attended Wake Forest? yes____ no____ (B,69)
no response____

19. Have you attended (or are you currently attending) an undergraduate school other than Wake Forest? (B,71)
yes____ no____ no response____

20. Have you received a degree from (or are you currently attending) a graduate or professional school other Wake Forest? (B,73)
yes____ no____ no response____

IF YES TO QUESTIONS 19 or 20

20a. Which of the following three phrases best describes your level of interest in any school(s) other than Wake Forest that you attended? (B,75
1)____More interested in Wake Forest than other school(s
2)____More interested in other school(s).
3)____Interested in both about the same.

21. What was your undergraduate major at Wake Forest? (B,77)
_____ major Don't Know_____

22. Did you receive any financial aid (scholarships, loans, etc) from Wake Forest when you attended? (B,79)
yes____ no____ no response____

23. When you were at Wake Forest, were you a member of a social fraternity or society? yes___ no____ (C,1)
no response___

24. What is your occupation? (C,3-4)
_____ occupation

25. Do you have a religious affiliation? (C,6)
yes___ no____ no response____

IF YES

25a. How often do you attend religious services or activities? (C,8)
The categories are:
1)____almost every week
2)____every other week
3)____once a month
4)____less often

25b. With which religion are you affiliated? (C,10)
_____ religion

IF PROTESTANT OR CHRISTIAN

25c. What is your denomination? (C,12)

_____
denomination

26. In what state did you reside when you entered Wake Forest? _____ (C,14)
state

27. Finally I'm going to list some ranges of income. For statistical purposes only, please indicate in which range your household's total annual income falls. (C,16)

1)____$10,000 or less
2)____$10,001 to $20,000
3)____$20,001 to $30,000
4)____$30,001 to $40,000
5)____$40,001 to $50,000
6)____$50,001 to $70,000
7)____$70,001 to $100,000
8)____Over $100,000
9)____No response
0)____Don't know

27a. Of your household's income, in which range does your personal income fall (the amount you earned personally)? The ranges are the same: (C,18)

1)____10,000 or less
2)____$10,001 to $20,000
3)____$20,001 to $30,000
4)____$30,001 to $40,000
5)____$40,001 to $50,000
6)____50,001 to 70,000
7)____$70,001 to $100,000
8)____Over $100,000
9)____No response
0)____Don't know

V. Thank you sharing your opinions and time with me. They will be very helpful to Wake Forest as it seeks to improve it program for alumni. Thank you and good bye.

Maricopa Community Colleges

Draft of Research Questions

As you know, from time to time people who haven't had a job think about getting one, while others who already have a job think about changing careers or improving their current job skills. In the past year or so, have you personally given serious consideration to any of the following?

	Yes	No/DK
A. Getting a job for the first time	1	2
B. Getting a job after not having had a job for a number of years	3	4
C. Taking some courses to improve your current job skills	5	6
D. Taking some courses to help you get into a new career	7	8
E. Taking some courses basically because you are interested in the subject	9	0

Thank you. Let's assume for a moment that you wanted to take some job or career related courses. Would you definitely, probably, probably not or definitely not consider going to the following places to take such courses?

	Yes		No		
	Def	Prob	Prob	Def	DK
A. State university	1	2	3	4	5
B. Junior college	6	7	8	9	0
C. Private technical school	1	2	3	4	5
D. Community college	6	7	8	9	0

IF NO TO COMMUNITY COLLEGE: Why is it you wouldn't go to a community college?

_____

_____

_____

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Good. There are a number of community colleges here in the Valley such as Glendale, Mesa, Phoenix, Scottsdale, Maricopa Tech and Rio Salado. Have you personally ever taken any courses at any of these community colleges?

1 ____ Yes 2 ___ No/DK

Have you ever seriously considered taking courses at any of these community colleges?

1 ____ Yes 2 ____ No/DK

Whether you have ever gone to one of the community colleges or not, would you say they do or do not offer any of the following kinds of education programs to the public?

	DO	DO NOT	NOT SURE
Basic colleges courses for people who want to go on to a university	1	2	3
Advanced College courses that take the place of going to a university	4	5	6
Occupational courses such as welding and auto mechanics	7	8	9
Professional courses such as engineering, physics or architecture	0	-	+
Office courses such as typing, keypunch, and shorthand	1	2	3
Business courses such as accounting, management or advertising	4	5	6
Craft courses such as photography, painting or pottery	7	8	9
General courses such as history, philosophy or government	0	-	+

In general, would you say that the type of education one gets at the following kinds of schools is above average, average or below average?

	Above Avg	Avg	Below Avg	DK
Privately-owned universities & colleges	1	2	3	4
State-owned universities & colleges	5	6	7	8
Religion-owned universities & colleges	9	0	-	+
Public junior colleges	1	2	3	4
Public community colleges	5	6	7	8
Private technical schools	9	0	-	+

The above questions will be asked in Maricopa County only. They will be cross-tabulated by the following variables:

a. age of head of household
b. sex of respondent
c. current employment status
d. family income
e. ethnic origin
f. educational attainment

Kent J. Ord
3910 E. Washington
Phoenix, Arizona 85034
(602) 244-8355

KJO/lh

Opinion Poll·State University of New York at Buffalo

Dear Citizen:

The State University of New York at Buffalo (U.B.) is conducting an opinion poll to assess the attitudes of the voters of Erie County toward the University. Your cooperation in completing this brief questionnaire and returning it to us promptly will enable the University to more adequately meet the needs of the people of this area.

Thank you very much for your interest and assistance.

Sincerely yours,

Robert L. Ketter
President

INSTRUCTIONS: After answering the questions, please fold the questionnaire to show the University's address. *There is no need to use a stamp.*

1. When were you last on campus?
   - ☐ within past month
   - ☐ within past six months
   - ☐ within past year
   - ☐ within past five years
   - ☐ more than five years ago
   - ☐ have never been on campus

2. Which of the following services or events of the University have you used or attended during the past year?
   - ☐ cultural events (concerts, exhibits, speakers)
   - ☐ clinics (dental, psychological, speech, etc.)
   - ☐ athletic events or facilities
   - ☐ libraries
   - ☐ workshops, seminars, symposia
   - ☐ evening courses
   - ☐ WBFO, the campus radio station
   - ☐ none
   - ☐ other (specify) _____

3. What is the number of students enrolled at U.B.?
   - ☐ less than 10,000
   - ☐ 10,000-15,000
   - ☐ 15,000-20,000
   - ☐ 20,000-25,000
   - ☐ more than 25,000
   - ☐ Don't know

4. From which source(s) do you get most of your information about U.B.?
   - ☐ students
   - ☐ friends
   - ☐ newspapers
   - ☐ radio
   - ☐ television
   - ☐ alumni publications
   - ☐ official University catalogs
   - ☐ student newspapers
   - ☐ other (specify) _____

5. To be admitted to U.B.'s freshman class, a high school senior must have
   - ☐ an excellent high school record
   - ☐ a good high school record
   - ☐ a below-average high school record
   - ☐ a very good high school record
   - ☐ an average high school record
   - ☐ a poor high school record

6. How is construction of the new U.B. campus being financed? (Please check one.)
   - ☐ bonds paid back by student tuition and fees
   - ☐ gifts to the University by individuals and business
   - ☐ tax dollars provided to the State University
   - ☐ don't know

7. Where does U.B. rank as an employer in Western New York?
   - ☐ one of top three employers
   - ☐ one of top ten employers
   - ☐ don't know
   - ☐ one of top five employers
   - ☐ one of top twenty-five employers

8. From which area does U.B. draw most of its students? (Check one.)
   - ☐ Western New York
   - ☐ Metropolitan New York City Area
   - ☐ don't know
   - ☐ Upstate New York
   - ☐ Outside New York State

9. What are the areas in which you would like more information about the University?
   - ☐ academic programs
   - ☐ community services and programs
   - ☐ cultural events
   - ☐ athletics
   - ☐ evening courses
   - ☐ other (specify) _____

10. In your opinion, how important are the following functions of the University?
Instruction: unimportant ☐1 ☐2 ☐3 ☐4 ☐5 very important
Research: unimportant ☐1 ☐2 ☐3 ☐4 ☐5 very important
Public Service: unimportant ☐1 ☐2 ☐3 ☐4 ☐5 very important

11. How could you describe the University?
☐ Conservative ☐ Moderate ☐ Liberal ☐ Radical

12. Do you think U.B. is important to the Western New York economy?
☐ Yes ☐ No ☐ don't know

13. If you have had the opportunity to evaluate the work of U.B. graduates, how would you rate their capability on this scale? (If you have had no contact with U.B. graduates, leave blank.)
very low ☐1 ☐2 ☐3 ☐4 ☐5 very high

14. How important do you consider athletic teams such as basketball and hockey at U.B.?
☐ very important ☐ important ☐ not important ☐ no opinion

15. Are you in favor of construction of the new U.B. Amherst Campus?
☐ Yes ☐ No ☐ No opinion

16. Do you feel that the U.B. faculty makes worthwhile contributions to the Western New York community?
☐ Yes ☐ No ☐ No opinion

17. Do you think U.B. provides a quality education for its students?
☐ Yes ☐ No ☐ No opinion

18. How would you rate U.B. as an academic institution?
☐ Outstanding ☐ Above average ☐ Average ☐ Below Average ☐ Poor

19. Which of the following best describes your feelings about U.B.?
☐ like U.B. very much ☐ like U.B. ☐ dislike U.B. ☐ dislike U.B. strongly ☐ no opinion

20. Do you think U.B. should accept more students from this area?
☐ Yes ☐ No ☐ Don't know

21. Would you send your son or daughter to U.B.?
☐ Yes ☐ No

22. Do you think U.B. is serving the needs of the people of this area?
☐ Yes ☐ No

23. Are you a graduate of the University at Buffalo?
☐ Yes ☐ No

24. Have you ever attended the University at Buffalo
☐ Yes ☐ No

25. Your age:
☐ below 21 years ☐ 21-25 years ☐ 26-35 years ☐ 36-45 years ☐ 46 59 years ☐ 60 or over

26. Your sex:
☐ male ☐ female

27. Your race or ethnic group:
☐ White ☐ Black or Negro ☐ Native American or Indian ☐ Spanish-speaking ☐ Oriental ☐ Other _____

28. Your marital status:
☐ Single ☐ Married ☐ Widow or widower ☐ Separated ☐ Divorced

29. The approximate income of the head of your household:
☐ under $5,000 ☐ $5,000-$9,999 ☐ $10,000-$14,999 ☐ $15,000-$19,000 ☐ $20,000-$24,999 ☐ Over $25,000

30. How much education have you completed?
☐ eighth grade ☐ two-year college or business, technical or vocational school ☐ Bachelor's degree program in college
☐ high school ☐ some college ☐ Graduate or Professional School

31. How long have you lived in the Buffalo area? _____ years

32. What is your occupation? Please be specific (for example, high school teacher, auto mechanic, pharmacist).
_____

33. If you could change one thing about U.B., what would it be?_____
_____

Quest._____ 1-4
Study 225 5-7

1975

University of Illinois
Survey Research Laboratory

Study of Attitudes Toward the U. of I.

(Please circle one answer code number for each question unless otherwise instructed.)

1. At the present time, in-state tuition at the U. of I. is about $500 per year for undergraduates. This represents about one-third of the actual cost to the state. Do you think that this tuition charge is about right, or do you think it should be raised or lowered?

   About right 1 8
   Should be raised 2
   Should be lowered 3

2. Do you think that persons paying college tuition for students should receive a tax credit for these payments?

   Yes 1 9
   No 2

3. Do you favor the present operating policies of the Illinois State Scholarship Commission? *(Make comments, if any, on page 4).*

   Yes 1 10
   No 2
   Don't know 8

4. With rising costs of operation, do you think state universities should cover the increased expenses of operation by . . .
   (Circle "Yes" or "No" code number for each of the following.)

		Yes	No	
a.	Receiving larger appropriations from state funds?	1	2	11
b.	Increasing tuition?	1	2	12
c.	Reducing student enrollment?	1	2	13
d.	Soliciting private gifts from individuals and corporations? . . .	1	2	14
e.	Some other means? *(Please specify)*	1	2	15

_____

5. Should a state university place restrictions on the number of out-of-state students it accepts, or should admissions be based only on the merit of the applicants regardless of state of residence?

   Should restrict number 1 16
   Should base on merit only 2

6. There are no evening classes currently at either the Chicago Circle campus of the University of Illinois or, with very few exceptions, at the Urbana campus. Keeping in mind that additional costs would be involved, do you think that evening classes should be offered . . .

		Yes	No	
a.	At Chicago Circle?	1	2	17
b.	At Urbana?	1	2	18

7. Should state universities concentrate solely on teaching and academic research or should they also be concerned with research and writing on questions of public policy?

Should concentrate solely on teaching and academic research 1 19

Should also be concerned with public policy questions 2

8. Approximately what percentage of the University's total budget would you say is derived from state appropriated tax funds?

100% 1 20

75% 2

50% 3

25% 4

9. Should the University take a more active role in public service and extension activities, such as in helping state and local planning commissions to develop action programs, or is it doing enough now?

Should take a more active role 1 21

Doing enough now 2

10. What is your impression of the University's efforts to ensure sufficient representation of non-whites and women in the student body and on the faculty? Are these efforts insufficient, about right, or excessive? *(Circle one number on each line)*

	Insufficient	About right	Excessive	
a. Non-white students	1	2	3	22
b. Non-white faculty	1	2	3	23
c. Women students	1	2	3	24
d. Women faculty	1	2	3	25

Please circle the answer number which most closely describes your opinion of the following statements. Do you strongly agree, agree, disagree, or strongly disagree? *(Circle one number on each line)*

	Strongly agree	Agree	Disagree	Strongly disagree	No opinion	
11. There are too many students at the U. of I. . . .	1	2	3	4	8	26
12. The faculty at the U. of I. is of high caliber .	1	2	3	4	8	27
13. The U. of I. is wasteful in its expenditure of public funds	1	2	3	4	8	28
14. The University should develop special programs to encourage women who want to return to school for further education or retraining . .	1	2	3	4	8	29
15. Scholarships should be awarded solely on the basis of financial need	1	2	3	4	8	30
16. Expansion should take place in the U. of I.'s programs for:						
a. Law	1	2	3	4	8	31
b. Health professions	1	2	3	4	8	32
c. Veterinary Medicine	1	2	3	4	8	33

		Strongly agree	Agree	Disagree	Strongly disagree	No opinion	
17.	The U. of I. should receive increased tax support so that academic programs can be expanded and improved	1	2	3	4	8	34
18.	The faculty devotes too much time to research and not enough to teaching	1	2	3	4	8	35
19.	University faculty members should have formal collective bargaining arrangements . . .	1	2	3	4	8	36
20.	Scholarships should be awarded solely on the basis of academic performance	1	2	3	4	8	37
21.	The U. of I. is among the top 10 universities in the nation	1	2	3	4	8	38
22.	Undergraduate teaching at the U. of I. is of high quality	1	2	3	4	8	39
23.	There are too many students in the professional programs	1	2	3	4	8	40
24.	The University is an example of an efficiently operated organization	1	2	3	4	8	41

25. What is the approximate total enrollment of the U. of I. (all campuses) for 1974-75? 42

- 25,000 1
- 60,000 2
- 100,000 3

26. How many centers for medical training does the U. of I. have? 43

- One 1
- Two 2
- Three 3
- Four 4

		Yes	No	
27a.	Did you ever attend any campus of the U. of I.?	1	2	44
b.	Did your spouse or any of your children ever attend the U. of I.? . .	1	2	45
c.	Are you an employee of the U. of I.?	1	2	46

28. What is your age? 47

- Under 25 1
- 25 - 34 2
- 35 - 44 3
- 45 - 54 4
- 55 - 64 5
- 65 or over 6

29. What is the highest level of education you have obtained?

Some high school	1	48
High school graduate	2	
Some college	3	
College graduate	4	
Post-graduate work	5	

30. What was your approximate total family income (before taxes) for 1974?

Less than $5,000	1	49
$5,000 - $9,999	2	
$10,000 - $19,999	3	
$20,000 - $29,999	4	
$30,000 or more	5	

Please use the space below for any comments (favorable or unfavorable) you may have on the University of Illinois or on this survey.

50-73	BK
74,75	C
76,77	CC
78,79	KP
80	1

Thank you for your cooperation.

UNIVERSITY OF RICHMOND SURVEY

– (1)
– (2)
– (3)
– (4)

Every attempt has been made to keep this questionnaire short and to the point. Please answer each question. Please indicate your answer by circling the number opposite the response you have selected.

EXAMPLE:

This questionnaire is about:	University of Richmond	(1)
	University of Virginia	2
	College of William & Mary	3

Ignore the numbers in parentheses after each question. They serve simply as guides for processing the questionnaire.

1. Your age group: 29 or younger 1 40-49 3 60 or over 5
   30-39 2 50-59 4 (5)

	Yes	No	
2. Have you ever attended the University of Richmond?	1	2	(6)
Do you hold a degree from the University of Richmond?	1	2	(7)
Has any other member of your immediate family ever attended the University of Richmond?	1	2	(8)
Have you ever attended any of the following at UR:			
Athletic events	1	2	(9)
Cultural events (plays, concerts, lectures, etc.)	1	2	(10)
Night classes	1	2	(11)
Institutes or short courses	1	2	(12)

3. How would you rate the general academic quality of each of the following:

	Excellent	Good	Fair	Poor	No Opinion or Don't Know	
University of Virginia	1	2	3	4	5	(13)
Virginia Commonwealth University	1	2	3	4	5	(14)
Washington & Lee University	1	2	3	4	5	(15)
College of William & Mary	1	2	3	4	5	(16)
Virginia Polytechnic Institute	1	2	3	4	5	(17)
Old Dominion University	1	2	3	4	5	(18)
University of Richmond	1	2	3	4	5	(19)

4. How would you rate the general academic quality of each of the following seven major divisions of the University of Richmond:

	Excellent	Good	Fair	Poor	No Opinion or Don't Know	
Richmond College (for men)	1	2	3	4	5	(20)
Westhampton College (for women)	1	2	3	4	5	(21)
School of Business Administration	1	2	3	4	5	(22)
University College	1	2	3	4	5	(23)
T. C. Williams School of Law	1	2	3	4	5	(24)
UR Summer School	1	2	3	4	5	(25)
UR Graduate School	1	2	3	4	5	(26)

5. From which **two** sources do you learn most about the University of Richmond? (select two)

Times Dispatch	1 *(27)*	UR Alumni	5 *(31)*	UR Publications	8	*(34)*
News Leader	2 *(28)*	UR Students	6 *(32)*	Other (please specify)		
Radio	3 *(29)*	UR Faculty/		_____		*(35)*
Television	4 *(30)*	Employees	7 *(33)*			

6. What would you consider to be the University of Richmond's main strengths? (Please mark **three** you consider most important)

Quality of education offered	1	*(36)*
Quality of leadership	2	*(37)*
Quality of faculty	3	*(38)*
Quality of students	4	*(39)*
Support received from alumni	5	*(40)*
Support received from community	6	*(41)*
Size of enrollment	7	*(42)*
Location	8	*(43)*
Physical facilities	9	*(44)*
Other (Please specify) _____		*(45)*

7. What would you consider to be the University of Richmond's main weaknesses? (Please mark **three** you consider most important)

Quality of education offered	1	*(46)*
Quality of leadership	2	*(47)*
Quality of faculty	3	*(48)*
Quality of students	4	*(49)*
Support received from alumni	5	*(50)*
Support received from community	6	*(51)*
Size of enrollment	7	*(52)*
Location	8	*(53)*
Physical facilities	9	*(54)*
Other (Please specify) _____		*(55)*

8. If your own child or grandchild showed interest in the University of Richmond, would you: (please select **one)**

Strongly recommend that he/she attend UR	1	
Recommend that he/she apply to UR, among other institutions	2	
Recommend that he/she not apply to UR	3	
Strongly recommend that he/she not attend UR	4	
No opinion, or don't know	5	*(56)*
		(60)—1
		– *(1)*
		– *(2)*
		– *(3)*

9. How would you rate each of the following aspects of the University of Richmond:

	Excellent	Good	Fair	Poor	No Opinion or Don't Know	
Quality of UR Faculty	1	2	3	4	5	*(5)*
Quality of UR Students	1	2	3	4	5	*(6)*
Competence of UR Administration	1	2	3	4	5	*(7)*
Financial position of UR	1	2	3	4	5	*(8)*
UR's standing in the academic world	1	2	3	4	5	*(9)*

10. (a) Have you ever made a donation (money, property, etc.) to the University of Richmond?

Yes 1 No 2 *(10)*

(b) If your answer was yes, why did you make the donation(s)? (Please indicate all that you consider to be of major importance)

Belief in UR policies	1	*(11)*
Repaying financial assistance received in own student days	2	*(12)*
Belief in need for private higher education	3	*(13)*
Repay UR contributions to Richmond community	4	*(14)*
Tax deductibility of such gifts	5	*(15)*
Baptist affiliaton of UR	6	*(16)*
Loyalty to UR as alma mater	7	*(17)*
Other reasons (please specify) _____		
_____		*(18)*

(c) If your answer to 10(a) was no, why haven't you made a donation? (Please indicate all that you consider to be of major importance)

Have not been asked	1	*(19)*
Cannot afford to at present	2	*(20)*
Am supporting more worthwhile causes	3	*(21)*
Support is not needed	4	*(22)*
Oppose current UR policies	5	*(23)*
Religious affiliation of UR	6	*(24)*
Other reasons (please specify) _____		
_____		*(25)*

11. From where do you think the increased support needed by private higher education should come? (Please indicate the **three** potential sources you consider most important.)

Institution's endowment	1	*(26)*	Foundation grants	5	*(30)*
Business and industry	2	*(27)*	Alumni gifts	6	*(31)*
State government	3	*(28)*	Religious organizations	7	*(32)*
Federal government	4	*(29)*	Student tuition	8	*(33)*
Other sources (Please specify) _____					*(34)*

12. Would you say that present student admission requirements of the University of Richmond are:

Too demanding	1	Not demanding enough	3	
About right	2	No opinion	4	*(35)*

13. UR's T.C. Williams School of Law is the only law school in the Richmond Metropolitan area. Would you say that:

T.C. Williams School of Law is now serving Richmond's needs adequately	1	
T.C. Willams should be expanded to serve Richmond's needs better	2	
A second law school, supported by state funds, should be established in Richmond	3	
No opinion, or don't know	4	*(36)*

14. How would you evaluate UR as an asset to the Richmond community?

Excellent 1 Good 2 Fair 3 Poor 4 No opinion, or don't know 5 *(37)*

15. In which ways do you think the University of Richmond could serve the community better than it is doing now? (Please indicate the **three** ways you consider most important.)

Increase the number of free musical programs offered	1	*(38)*
Expand its programs of continuing education for adults	2	*(39)*
Schedule more plays that are open to the public	3	*(40)*
Offer more special cultural programs for children	4	*(41)*
Offer more programs geared to such special groups as businessmen, scientists, lawyers, ministers, etc.	5	*(42)*
Schedule more public lectures by visiting scholars	6	*(43)*
Schedule more special seminars and festivals, such as the recent Boatwright Literary Festival	7	*(44)*
Hold more workshops for area high school students in such fields as journalism, science, music, debate, etc.	8	*(45)*
Other (Please specify) _____		*(46)*

16. Please evaluate each of the following special programs offered by the University of Richmond:

	Excellent	Good	Fair	Poor	No Opinion or Don't Know	
Evening classes of University College	1	2	3	4	5	*(47)*
Institute for Business and Community Development	1	2	3	4	5	*(48)*
School of Christian Studies	1	2	3	4	5	*(49)*
Va. Institute for Scientific Research	1	2	3	4	5	*(50)*
Mediterranean Institute	1	2	3	4	5	*(51)*
UR Forum (Faculty-Alumni Lecture Series)	1	2	3	4	5	*(52)*

(60)—2

We invite any other comments you may have. Please write them at the bottom of this paper or on a separate sheet of paper.

This concludes the University of Richmond Survey. Thank you for helping us. Please return questionnaire to:

Dr. Cletis Pride
College of Journalism
University of Maryland
College Park, Maryland 20742.

NDSU Campus Survey
Communication 352
1980 Spring

North Dakota State University

We are conducting a survey for the NDSU Student Affairs Office. We would appreciate 10 minutes of your time to complete the survey. All names were randomly selected and the questionnaires will be anonymous.

1. What class are you in? 1-3
_____Sophomore (1) _____Junior (2) _____Senior (3)

2. In which college are you enrolled? 4
_____ Agriculture (1)
_____ Engineering and Architecture (2)
_____ Home Economics (3)
_____ Humanities and Social Sciences (4)
_____ Pharmacy (5)
_____ Science and Mathematics (6) 5
_____ University Studies (7)
_____ Does not apply (8)
_____ No Answer (9)

3. Do you live on or off campus? 6
_____ Off Campus (1) _____ On Campus (2)

4. Marital Status 7
_____ Married (1) _____ Single (2)

5. Sex 8
_____ Male (1) _____ Female (2)

6 When you were a new student, did you go through the orientation program for entering freshman and transfer students? 9
_____ No (1) _____ Yes (2)

The next three questions are being asked to get some idea about your opinions and attitudes. For each of the statements I will read to you, choose one of the responses from this card (HAND THE RESPONDENT THE WHITE CARD).

7. NDSU has helped me a lot with my personal growth and development.
_____ Strongly Agree (1)
_____ Agree (2)
_____ Not Sure (3) 10
_____ Disagree (4)
_____ Strongly Disagree (5)

8. NDSU has helped me a lot in preparing for a career.
_____ Strongly Agree (1)
_____ Agree (2)
_____ Not Sure (3) 11
_____ Disagree (4)
_____ Strongly Disagree (5)

9. Generally speaking, I have had a good time at NDSU.

_____ Strongly Agree (1)
_____ Agree (2)
_____ Not Sure (3)
_____ Disagree (4)
_____ Strongly Disagree (5)

12

10. If I had it to do over again, I would go to NDSU again. (HAND THE RESPONDENT THE GREEN CARD).

_____ Definitely yes (1)
_____ Probably yes (2)
_____ Probably not (4)
_____ Definitely no (5)
_____ Not sure (3)

13

11. Are you aware that there is a Counseling Center in Old Main?

_____ No (1)
_____ Yes (2)

14

11a. If yes, from which of the following did you hear about it? (Check as many as apply)

_____ Friends
_____ Orientation
_____ Spectrum
_____ A class
_____ Poster
_____ Adviser
_____ Other

15
16
17
18
19
20
21

12. Rate the effectiveness of the following services that you have used.

Service	Very helpful	Somewhat helpful	Not sure	Not very helpful	Not helpful at all	Have not used it	
Personal counseling	1	2	3	4	5	6	22
Career counseling	1	2	3	4	5	6	23
Academic counseling	1	2	3	4	5	6	24
Self-growth classes	1	2	3	4	5	6	25
Career Center	1	2	3	4	5	6	26
Testing programs	1	2	3	4	5	6	27
Health Center	1	2	3	4	5	6	28
Financial aids	1	2	3	4	5	6	29
Housing	1	2	3	4	5	6	30

13. Are you aware that there is a Job Information and Placement Center in the Memorial Union?

_____ No (1) 31

_____ Yes (2)

13a. If yes, from which of the following did you hear about it? (Check as many as apply)

_____ Friends
_____ Adviser 32
_____ Poster 33
_____ A class 34
_____ Orientation 35
_____ Spectrum 36
_____ Other 37
38

14. Have you ever used the Job Information and Placement Center in the Union?

_____ No (1) 39

_____ Yes (2)

14a. If yes, how helpful did you find the services?

_____ Very helpful (1)
_____ Somewhat helpful (2)
_____ Not sure (3) 40
_____ Not very helpful (4)
_____ Not helpful at all (5)

15. What do you think are the most important personal characteristics for getting a job? (Rank order them starting with 1 as most important, 5 as least important)

_____ Motivation 41
_____ Personality 42
_____ Maturity 43
_____ Career goals 44
_____ College grades 45

16. Have you ever sought financial assistance through the Financial Aids Office?

_____ No (1) 46

_____ Yes (2)

16a. If yes, were you treated courteously whether you received financial aid or not?

_____ Yes, I was treated courteously (1) 47

_____ No, I was not treated courteously (2)

16b. If yes, the information received from the Financial Aids Office was easy to understand.

_____ Strongly agree (1)
_____ Agree (2)
_____ Not sure (3) ____ 48
_____ Disagree (4)
_____ Strongly disagree (5)

16c. Have you received financial aid through the Financial Aids Office? (e.g. scholarships, work study, grants or loans)

_____ Yes (1) ____ 49
_____ No (2)

17. From where did you receive financial aid information?

_____ High school (1) _____ 50
_____ NDSU orientation (2) _____ 51
_____ Picked it up at the Financial Aids Office (3) _____ 52
_____ Other (4) _____ 53
_____ Friends or family (5) _____ 54
_____ Never received information (6) _____ 55

18. Have you used the part-time placement service offered by the Financial Aids Office?

_____ No (1) ____ 56
_____ Yes (2)

18a. If yes, did it result in employment?

_____ Yes (1) ____ 57
_____ No (2)

HOFSTRA UNIVERSITY
Office of University Relations

A Questionnaire about the HOFSTRA NEWSLETTER

The Office of University Relations is considering making some changes in the **Hofstra Newsletter,** to try to improve it and make it more useful for communicating to administrators, faculty, and staff about what is happening on campus. Changes are being considered in the **Newsletter**'s format and design, in its content, and in the day of the week on which it is distributed. To help us make this **Newsletter** more useful to **you,** the reader, we'd appreciate it if you would take a few minutes to answer the following questions about the **Newsletter**. Your answers will be kept in confidence. Please return the questionnaire to the Office of University Relations no later than August 5, 1974. A postage-paid reply envelope is enclosed for your convenience. Thank you.

Dr. Walter K. Lindenmann
Director of University Relations

1. Considering the typical issue of the **Hofstra Newsletter** that you receive, how much of it would you say you generally read?

- ☐ 1. All of it.
- ☐ 2. About half of it.
- ☐ 3. Just skim through it.
- ☐ 4. Read none of it.

2. Most issues of the **Newsletter** include different types of news. Please tell us how important each of these types is to you personally by indicating whether you usually find these items to be very important to you, somewhat important, not important, or whether you don't really care about them one way or the other.

	Very Important	Somewhat Important	Not Important	Don't Care
A. Board or administration announcements concerning university policy	1.	2.	3.	4. .....
B. Items relating to speeches, publications, or appearances by the faculty	1.	2.	3.	4. .....
C. News items relating to the staff	1.	2.	3.	4. .....
D. Announcements of conferences, seminars and meetings	1.	2.	3.	4. .....
E. Announcements of items for sale or rent	1.	2.	3.	4. .....
F. Announcements of upcoming cultural, theatrical, and entertainment events at Hofstra	1.	2.	3.	4. .....
G. Personal news items relating to your fellow employees	1.	2.	3.	4. .....
H. Calendar of upcoming events	1.	2.	3.	4. .....

3. Do you rely on the **Hofstra Newsletter** as your main source of "official" information about what's happening on campus?

- ☐ 1. Yes
- ☐ 2. No

3A. If you answered no, could you please list what exactly is your main source of "official" information about what's happening on campus?

.....

.....

4. Please list what other on-campus newsletters, newspapers, or periodicals you regularly read for information about what's happening on campus.

.....

.....

(over)

5. Please state what it is about the **Hofstra Newsletter** that you now find **most** useful or helpful.

.....

.....

6. Please state what it is about the **Hofstra Newsletter** that you now find **least** useful or helpful.

.....

.....

7. Please list what types of news, information, or announcements that the **Hofstra Newsletter** now does **not** carry, which you would like to see added in the future.

.....

.....

8. The **Hofstra Newsletter** is now being distributed on campus during the regular school year on Thursday of every week. Consideration is being given to distributing it instead Monday morning so that everyone can have a copy to refer to at the start of the week. Please indicate if you would prefer to have the publication distributed on Thursday, as is the present procedure, or on Monday.

- ☐ 1. Prefer Thursday.
- ☐ 2. Prefer Monday.
- ☐ 3. Prefer another day (please indicate) .....

9. Would you like to see the **Hofstra Newsletter** published in the form of a newspaper?

- ☐ 1. Yes, would prefer it as a newspaper.
- ☐ 2. No, would prefer it to remain as a newsletter.
- ☐ 3. Don't care one way or the other.

10. For purposes of analysis, please indicate the type of position you now hold at Hofstra:

- ☐ 1. Administration
- ☐ 2. Staff
- ☐ 3. Faculty
- ☐ 4. Other, please specify .....

11. Please indicate whether you are a full-time or part-time employee.

- ☐ 1. Full-time employee
- ☐ 2. Part-time employee

12. Please indicate how long you have been employed by Hofstra.

- ☐ 1. Less than 1 year.
- ☐ 2. 1 to 2 years.
- ☐ 3. 3 to 4 years.
- ☐ 4. 5 years or more.

13. If there are any additional comments or suggestions you may wish to make about the **Hofstra Newsletter,** please make them here.

.....

.....

.....

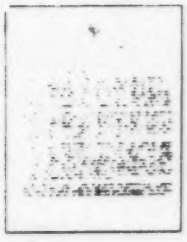
Thank you for your help.

JOHNS HOPKINS PUBLICATIONS SURVEY

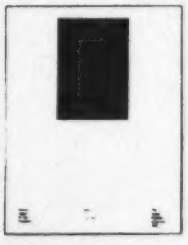
1. Which of the following publications do you receive?

→1 ☐ In Brief

→3 ☐ Johns Hopkins Magazine



→5 ☐ President's Letter



→4 ☐ University Annual Report

2. How much do you read in:

	In Brief	Johns Hopkins Magazine	President's Letter	University Annual Report
	→	→	→	→
All of it	→1 ☐	→1 ☐	→1 ☐	→1 ☐
Most of it	→2 ☐	→2 ☐	→2 ☐	→2 ☐
Half	→3 ☐	→3 ☐	→3 ☐	→3 ☐
Less than half	→4 ☐	→4 ☐	→4 ☐	→4 ☐
Very little	→5 ☐	→5 ☐	→5 ☐	→5 ☐
None	→6 ☐	→6 ☐	→6 ☐	→6 ☐

3. Please indicate which of these publications you appreciate receiving most by placing a "1" beside it. Then indicate your second ("2"), third ("3") and fourth ("4") choices.

_____ In Brief →10

_____ Johns Hopkins Magazine →11

_____ President's Letter →12

_____ University Annual Report →13

4. Why do you appreciate receiving [*first choice*]?

16- _____

_____

_____

15- _____

5. What don't you like about [*fourth choice*]?

_____

16- _____

_____

17- _____

6. How would you rate the Johns Hopkins Magazine?

18-1 ☐ Very good -2 ☐ Good -3 ☐ Neither good nor poor -4 ☐ Poor -5 ☐ Very poor

How do you think it could be improved?

_____

19- _____

_____

20- _____

7. What subjects would you like the Magazine to write about in the future?

_____

21- _____

_____

22- _____

8. Would you like some issues of the Magazine to be devoted to a single theme or subject or would you prefer that each issue cover a number of different subjects?

23-1 ☐ Prefer some theme issues -2 ☐ Prefer variety of subjects in each issue

9. Which of the following articles from previous issues of the Johns Hopkins Magazine did you read in their entirety, which did you read partially, and which didn't you read?

	Read entirely	Read parts	Did not read	
	-1	-2	-3	
Thirteen Pre-medical Students	☐	☐	☐	24
The Hopkins Swim Team	☐	☐	☐	25
Carrie Nation Had a Drinking Problem	☐	☐	☐	26
Faculty Book Review Issue	☐	☐	☐	27
Best Seller: a parody	☐	☐	☐	28
Recombinant DNA	☐	☐	☐	29
Was Jenner a Hero?	☐	☐	☐	30
Elegy to the Slide Rule	☐	☐	☐	31
Research Breakthroughs *(i.e. oxygen transport; solar energy; continental drift; etc.)*	☐	☐	☐	32
The Centennial Issue	☐ -1	☐ -2	☐ -3	33

10. Do you tend to read articles in the Johns Hopkins Magazine which deal with subjects that you already know a good deal about, or are you more likely to read articles in the publication that are outside your areas of expertise?

-1 ☐ Read subjects I know about -2 ☐ Read subjects outside expertise 34

11. Do you read the following sections that appear in In Brief frequently, sometimes, or not at all?

	Frequently	Sometimes	Not at all	
	-1	-2	-3	
Alumni Capsules	☐	☐	☐	35
Faculty Capsules	☐	☐	☐	36
Articles about Faculty Research	☐	☐	☐	37
Letter from the Dean	☐	☐	☐	38
Announcements of New Department Chairmen and Major Appointments	☐ -1	☐ -2	☐ -3	39

12. Would you like to see more articles in In Brief concerning--

	Yes	No	
	-1	-2	
Students	☐	☐	40
Interviews with faculty members on public health issues	☐	☐	41
Expanded stories about particularly interesting alumni	☐	☐	42
Coverage of seminar series at the School of Public Health	☐ -1	☐ -2	43

13. In general, would you like to receive more information, less information, or about the same amount you now receive about--

	More	Less	Same
Alumni Notes (news of classmates)	☐	☐	☐
Alumni Association	☐	☐	☐
The University	☐	☐	☐
The Faculty	☐	☐	☐
Research projects	☐	☐	☐

14. What other publications do you receive from the University?

☐ Evening College Newsletter ☐ Hopkins Medical News ☐ Johns Hopkins Journal

☐ Johns Hopkins Medical Journal ☐ Saisphere

15. Taking all Hopkins publications together, do you feel that the amount of information you receive from the University is--

☐ Too much ☐ About right ☐ Not enough

16. Are there any Hopkins publications that you would just as soon not get?

☐ Yes ☐ No

[If no:] Which of the publications that you receive would you just as soon not get?

☐ Evening College Newsletter ☐ Johns Hopkins Medical Journal

☐ Hopkins Medical News ☐ President's Letter

☐ In Brief ☐ Saisphere

☐ Johns Hopkins Journal ☐ University Annual Report

☐ Johns Hopkins Magazine

For Statistical Purposes

17. What is your relationship to The Johns Hopkins University? *[Check as many as apply:]*

☐ Alumnus: Of what school?_____ ☐ Undergraduate ☐ Graduate

☐ Faculty: At what school?_____

☐ Other:_____

18. Have you joined the Johns Hopkins Alumni Association or the Johns Hopkins Medical and Surgical Association within the past two years or attended an Alumni Association meeting in your area during that period?

☐ Yes ☐ No

Your age: ☐ 20's ☐ 30's ☐ 40's ☐ 50's ☐ 60's or older

Your state of residence:_____

This questionnaire was used by Hofstra University in 1975 to measure the effectiveness of various communications tools used in student recruitment.

HOFSTRA UNIVERSITY
HEMPSTEAD, NEW YORK 11550

Dear Student,

Hello. I am a student at Hofstra who has been asked by the Office of University Relations to find out how you feel about the various ways colleges go about telling new students about their programs. The information you give us will be used to evaluate the materials we distributed this year and to help us plan for new materials for next year.

This questionnaire is being distributed to all entering Freshmen and Transfer students at Hofstra. Would you please take the time to answer the questions on the following pages—it will only take a few minutes of your time? Please answer each question, in order. Most questions need only a check mark or a circle to answer.

Please answer as frankly and accurately as you can. No individual student's answer will be revealed in the reports, which will be based on statistical tabulations.

Before you leave your two-day orientation, please return the completed questionnaire to your peer assistant who is in charge of your orientation group.

We are sorry that we must ask your cooperation with yet another questionnaire. Enjoy orientation—and I hope to meet you in the near future.

Thank you for your help.

Sincerely,

Harriet Bialstock

Harriet Bialstock '76

1. The following are a list of sources you may have used to find out about various colleges and universities. Please indicate, by checking either the yes or no column, whether you did or did not rely on that source to find out information about colleges. For the sources that you did use, please rank them (by circling the appropriate number) from 1 to 5, with 1 indicating it was least important to you personally and 5 showing it was a most important source to you personally.

	1a. Yes	No	1b.
A. High school Guidance officer or Community College Transfer officer.	☐	☐	1 2 3 4 5
B. Advertising.	☐	☐	1 2 3 4 5
C. Persons in your family.	☐	☐	1 2 3 4 5
D. Friends.	☐	☐	1 2 3 4 5
E. Reference Guide Books (such as Barron's).	☐	☐	1 2 3 4 5
F. College Pamphlets or Booklets.	☐	☐	1 2 3 4 5
G. College Admissions counselors.	☐	☐	1 2 3 4 5
H. College-for-a-Day Programs.	☐	☐	1 2 3 4 5
I. College Nights at your high school.	☐	☐	1 2 3 4 5
J. College Fairs (such as those held at Nassau Coliseum).	☐	☐	1 2 3 4 5
K. Other (please specify)			1 2 3 4 5

2. Which of the sources did you rely on to find out information about Hofstra? Please indicate, by checking either the yes or no column, whether you relied on any of these sources for information about Hofstra. Then, if you had checked any item yes, please rank the sources in importance (by circling the appropriate number) from 1 to 5, with 1 indicating it was least important to you personally and 5 showing it was a most important source to you personally.

	2a. Yes	No	2b.
A. High school Guidance officer or Community College Transfer officer.	☐	☐	1 2 3 4 5
B. Advertising.	☐	☐	1 2 3 4 5
C. Persons in your family.	☐	☐	1 2 3 4 5
D. Friends.	☐	☐	1 2 3 4 5
E. Reference Guide Books (such as Barron's).	☐	☐	1 2 3 4 5
F. College Pamphlets or Booklets.	☐	☐	1 2 3 4 5
G. College Admissions counselors.	☐	☐	1 2 3 4 5
H. College-for-a-Day Programs.	☐	☐	1 2 3 4 5
I. College Nights at your high school.	☐	☐	1 2 3 4 5
J. College Fairs (such as those held at Nassau Coliseum).	☐	☐	1 2 3 4 5
K. Other (please specify)			1 2 3 4 5

3. We would like your help in evaluating how helpful Hofstra was in supplying you with information. Please rank the following items (by circling the appropriate number) from 1 to 5 with 1 indicating only a very limited amount of help came from this source, and 5 indicating a great deal of help came from this source.

A. Visit at your high school by a Hofstra University Admissions representative.	1 2 3 4 5
B. College-for-a-Day at Hofstra University.	1 2 3 4 5
C. An interview on-campus with an Admissions Counselor.	1 2 3 4 5
D. An on-campus visit/tour arranged by the Admissions office.	1 2 3 4 5
E. An on-campus visit/tour arranged by the Ambassador Program.	1 2 3 4 5
F. Official publications of Hofstra University.	1 2 3 4 5

4. As you may know, many colleges and universities are currently advertising heavily in an effort to recruit new students. Do you recall seeing any advertisements at all in the last six months relating to academic programs and courses at Hofsrta? Yes ☐ No ☐

4a. If yes, do you recall where the advertisement appeared? Please check all those applicable.

A. A Long Island daily newspaper ☐
B. A Long Island weekly newspaper ☐
C. A New York City newspaper ☐
D. A newspaper outside the New York metropolitan area ☐
E. A high school newspaper ☐
F. A college newspaper ☐
G. A magazine ☐
H. A radio commercial ☐
I. A television commercial ☐
J. Don't recall where ☐

5. We have categorized various types of advertisements and commercials that schools and colleges tend to run. Do you recall seeing any of them that were placed by Hofstra University in the last six months? Please check all those applicable.

A. Summer Session Advertising ☐
B. Adult Education Advertising ☐
C. Undergraduate Program Advertising ☐
D. Student Activities Advertising ☐
E. Financial Aid Advertising ☐
F. Scholarship Aid Advertising ☐
G. Special Seminars Advertising ☐
H. Law School Advertising ☐
I. Graduate Programs Advertising ☐
J. Special Women's Programs Advertising ☐
K. Other (please specify).....

6. Do you recall seeing any advertisement or commercial for other college(s) or university(s) that really impressed you: Yes ☐ No ☐

6a. If yes, please check from the following list of colleges and universities, those school's whose advertisements or commercials you remember seeing.

A.
B. (competitive institutions
C. were listed here)
D.
E.
F.
G.
H.
I. 117
J.
K.

6b. Please describe any advertising of a college other than Hofstra that really impressed you and state why that advertisement caught your attention. .....

.....

7. Do you think colleges and universities should advertise any of the following?

	Yes	No	Don't Know
A. Summer Session	☐	☐	☐
B. Adult Education	☐	☐	☐
C. Undergraduate Programs	☐	☐	☐
D. Student Activities	☐	☐	☐
E. Financial Aid	☐	☐	☐
F. Scholarship Aid	☐	☐	☐
G. Special Seminars	☐	☐	☐
H. Law School	☐	☐	☐
I. Graduate Programs	☐	☐	☐
J. Special Women's Programs	☐	☐	☐
K. Other (please specify)			

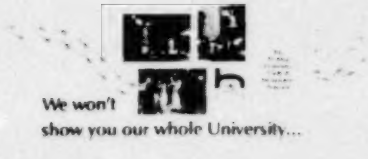
8. How important to you personally is such college and university advertising?

A. Very important ☐
B. Somewhat important ☐
C. Not important ☐
D. Don't know ☐

9. Do you believe college and university advertisements?

A. Always ☐
B. Sometimes ☐
C. Never ☐
D. Don't know ☐

A.



B.

10. Earlier this year, while you were making your final decision on whether or not to attend Hofstra University, did you receive any of the following printed materials that are shown?

	Yes	No
A.	☐	☐
B.	☐	☐
C.	☐	☐
D.	☐	☐
E.	☐	☐
F.	☐	☐
G.	☐	☐

10a. If yes, please rank (by circling the appropriate number) from 1 to 5 with 1 being the least useful source of information and 5 being the most useful source of information.

A.	1	2	3	4	5
B.	1	2	3	4	5
C.	1	2	3	4	5
D.	1	2	3	4	5
E.	1	2	3	4	5
F.	1	2	3	4	5
G.	1	2	3	4	5

10b. How much did you read of each of these publications?

	All of it	Half of it	Skimmed it	None of it
A.	☐	☐	☐	☐
B.	☐	☐	☐	☐
C.	☐	☐	☐	☐
D.	☐	☐	☐	☐
E.	☐	☐	☐	☐
F.	☐	☐	☐	☐
G.	☐	☐	☐	☐

C.

D.

E.

F.

G.

11. Do you recall seeing any pamphlets or brochures from other college(s) or university(s) that really impressed you? Yes ☐ No ☐

11a. If yes, please check from the following list of colleges and universities those school's whose pamphlets or brochures you remember seeing.

A. C. W. Post University ☐
B. Adelphi University ☐
C. New York University ☐
D. State University of New York at Stony Brook ☐
E. State University of New York at Old Westbury ☐
F. Nassau Community College ☐
G. Fordham University ☐
H. Columbia University ☐
I. St. John's University ☐
J. Queens College ☐
K. Other (please specify) .....

11b. If yes, what made that school's pamphlets and brochures so special? .....

.....

12. In your personal contact with persons at Hofstra, such as the Admissions office, or the Dean of Students office, etc., would you say that most people you have met have been:

A. Very helpful ☐
B. Somewhat helpful ☐
C. Not at all helpful ☐
D. Don't know ☐

SOME BACKGROUND INFORMATION

In order to properly analyze and evaluate the answers you and other students who are participating in this survey are giving us, we need to know some background information about you. We realize the personal nature of some of the questions; specifically questions 18, 19 and 20, however answers to these questions are most necessary if we are to intelligently analyze the data.

13. Your sex: Male ☐ Female ☐

14. Are you a veteran? (Mark one)
Yes ☐ No ☐

15. How old will you be on December 31 of this year? (Mark one)

16 or younger	☐	21	☐
17	☐	22	☐
18	☐	23-25	☐
19	☐	26-29	☐
20	☐	30 or older	☐

16. In what year did you graduate from high school? (Mark one)

1975 ☐
1974 ☐
1973 ☐
1972 ☐
1971 or earlier ☐
Did not graduate but passed G.E.D. test ☐
Never completed high school ☐

17. When you enroll in September, 1975 will you be a college:

Freshman ☐ Sophmore ☐ Junior ☐ Senior ☐

18. What is your *best estimate* of your parents' total income last year? Consider annual income from all sources before taxes. (Mark one)

Less than $3,000	☐	$15,000-$19,999	☐
$3,000-$3,999	☐	$20,000-$24,999	☐
$4,000-$5,999	☐	$25,000-$29,999	☐
$6,000-$7,999	☐	$30,000-$34,999	☐
$8,000-$9,999	☐	$35,000-$39,999	☐
$10,000-$12,499	☐	$40,000-$49,999	☐
$12,500-$14,999	☐	$50,000 or more	☐

19. What is the highest level of formal education obtained by your parents? (Mark one in each column)

	Father	Mother
Grammar school or less	☐	☐
Some high school	☐	☐
High school graduate	☐	☐
Post secondary school other than college	☐	☐
Some college	☐	☐
College degree	☐	☐
Some graduate school	☐	☐
Graduate degree	☐	☐

20. Are you: (Mark the *one* most appropriate)

White/Caucasian ☐
Black/Negro/ Afro-American ☐
American Indian ☐
Oriental ☐
Mexican-American/ Chicano ☐
Puerto Rican-American ☐
Other.....

21. Which *one* of the following best describes the usual occupation of the head of the household in your family?

A. Clerical ☐
B. Farmer or Farm worker ☐
C. Military ☐
D. Professional ☐
E. Proprietor or Manager ☐
F. Sales ☐
G. Semi-skilled worker ☐
H. Service worker ☐
I. Skilled worker ☐
J. Unskilled worker ☐
K. Other (please specify) .....

22. Hometown: Nassau ☐, Suffolk ☐, Queens ☐, Rest of New York City ☐, Rest of New York State ☐, New Jersey ☐, New England ☐, Other (please specify) .....

23. Resident ☐ Commuter ☐

24. As of September '75 in which college will you be enrolled in:

Business ☐ Education ☐ Liberal Arts ☐
New College ☐

25. Full time ☐ Part time ☐
Day ☐ Evening ☐

Thank you for your help. 119

This is the draft of a more detailed questionnaire designed for use by mail with a randomly selected sample of all of the prospective students in a college or university's target market area.

DRAFT OF A SUGGESTED STUDENT QUESTIONNAIRE

(Letterhead of Research Organization)

Dear Student,

We have been asked by an educational organization to find out why students who are planning to go to college this fall are interested in continuing their education, what they think about different colleges that they are considering, and why they choose the particular schools they do.

This questionnaire is being sent to randomly-selected students who either live in _____ or who have expressed an interest in possibly enrolling in a college in _____ this fall. You are one of the students who has been selected at random. We would appreciate it if you would fill out this questionnaire, answering each question in order. Most questions need only a check mark to answer. Your help is needed in order to assure as accurate and complete a study as possible.

Please answer as frankly as you can. Your answers will be absolutely confidential, and no individual student's answers will be revealed in the reports, which will be based on statistical tabulations.

After you have completed the questionnaire, please place it inside the enclosed, addressed envelope and put it in a mail box. The envelope does not require postage.

Thank you for your help.

Sincerely,

_____,
Project Director

The information collected from this questionnaire will be used for research and analysis and will be held strictly confidential. You are free to omit any question you feel is too personal. Where appropriate in the following questions, you may check as many responses as apply.

1) What is your sex?

___ 1. Male
___ 2. Female

2) What is your age?

___ 1. 16 or younger
___ 2. 17
___ 3. 18
___ 4. 19
___ 5. 20
___ 6. 21
___ 7. 22
___ 8. 23 or older

3) What type of secondary school are you attending?

___ 1. Public
___ 2. Parochial
___ 3. Independent Private
___ 4. Other

4) Where do you live?

___ 1. Region A
___ 2. Region B
___ 3. Region C
___ 4. Region D
___ 5. Region E

5) What is your rank in class?

___ 1. Upper 5%
___ 2. Upper 10%
___ 3. Upper 15%
___ 4. Upper 20%
___ 5. Upper 25%
___ 6. Below Upper 25%
___ 7. Unknown

6) What were your SAT or ACT scores?

___ SAT Verbal
___ SAT Math
___ ACT Composite (Standard Score)

7) What are your ultimate degree plans?

___ 1. Associate Degree or Equivalent
___ 2. Bachelor's Degree
___ 3. Master's Degree
___ 4. Doctor's Degree
___ 5. Professional Degree (Law, Dentistry, Medicine)
___ 6. Undecided

8) Are you

___ 1. Black or Afro-American
___ 2. Spanish speaking, Puerto Rican, Chicano
___ 3. Asian, Oriental
___ 4. White, Caucasian
___ 5. American Indian
___ 6. Other

9) What is your religious preference?

___ 1. Catholic
___ 2. Jewish
___ 3. Protestant
___ 4. Other

10) Place the letter "F" in the blank which best describes your father's occupation and an "M" in the blank which best describes your mother's occupation. If either is retired or deceased, please indicate his/her former occupation.

___ 1. Household worker, laborer, farm worker
___ 2. Semi-skilled worker, operator
___ 3. Professional service worker, waiter, clerical worker
___ 4. Foreman, craftsman, technician, skilled worker
___ 5. Homemaker
___ 6. Salesperson
___ 7. Farm or ranch owner
___ 8. Owner or manager of business
___ 9. Executive in large corporation
___ 10. Professional person, teacher, lawyer, engineer, doctor
___ 11. Other _____

11) What is your parents' income before taxes? (Use total if both work)

___ 1. $ 0 - 4,999
___ 2. $ 5,000 - 9,999
___ 3. $10,000 - 14,999
___ 4. $15,000 - 19,999
___ 5. $20,000 - 29,999
___ 6. $30,000 and over

12) Place the letter "F" in the blank corresponding to the level of your father's education and an "M" in the blank corresponding to the level of your mother's education.

___ 1. Grade school
___ 2. Some high school
___ 3. Finished high school
___ 4. Some college
___ 5. Finished college
___ 6. Advanced degree

13) How far from home is the college you plan to attend?

___ 1. 1 - 10 miles
___ 2. 11 - 25 miles
___ 3. 26 - 50 miles
___ 4. 51 - 100 miles
___ 5. More than 100 miles

14) To how many colleges have your applied? _____

15) To how many colleges have you been accepted? _____

16) Please list below the colleges to which you applied.

Applied	Accepted	
	Yes	No
1. _____	1	2
2. _____	1	2
3. _____	1	2
4. _____	1	2
5. _____	1	2
6. _____	1	2

17) Please identify the college you will attend

_____

17a) If you are still undecided at this time, please identify the college you think you probably will attend

_____

18) How did you first hear about this school?

___ 1. High School counselor
___ 2. High school teacher
___ 3. Parents, relatives, family friends
___ 4. Personal friends
___ 5. Information in college guide book
___ 6. Unsolicited letter from the school
___ 7. Story in media (newspaper, TV, etc.)
___ 8. Advertisement
___ 9. At a college fair or college night program
___ 10. Other _____

19) Following are some reasons that might have influenced your decision to choose this school rather than any other. Please indicate how important each reason has been.

Not Important	Somewhat Important	Very Important	
_____	_____	_____	1. My relatives want me to go to that school
_____	_____	_____	2. The college has a very good academic reputation
_____	_____	_____	3. I'm being offered financial aid
_____	_____	_____	4. Someone who went there before advised me to go

19) con't

_____	_____	_____	5. This college offers special educational programs
_____	_____	_____	6. The college has low tuition
_____	_____	_____	7. I have not been able to get a job
_____	_____	_____	8. I want to live at home
_____	_____	_____	9. My guidance counselor advised me
_____	_____	_____	10. It was the only school into which I was accepted
_____	_____	_____	11. I want to live away from home
_____	_____	_____	12. My teacher advised me

20) Is the college you are planning to attend your first-choice college?

___ 1. Yes
___ 2. No

21) Would any of the following events have caused you to change your decision about which college to attend?

___ 1. Acceptance by another college to which you applied.
(Please name_____)
___ 2. Admission to a special or honors program in another college to which you were accepted.
___ 3. Early acceptance during fall of your senior year.
___ 4. Receipt of a merit scholarship from another college to which you were accepted.
___ 5. Receipt of special financial aid from another college to which you were accepted.
___ 6. Other_____
___ 7. None of the above could have changed your decision.

22) If your chosen college is private, did you ever seriously consider attending a public institution?

___ 1. Yes
___ 2. No

23) If you will be attending a private college or university as opposed to a public institution, is it because

___ 1. You expect more personal attention at a private institution.
___ 2. You received more financial aid than you could have received from a public institution.
___ 3. You feel your chances of admission to a graduate or professional school will be better.
___ 4. You feel a private institution will give you a better background for your future career.
___ 5. Your parents preferred a private institution.
___ 6. Coincidence (private vs. public was not a factor)
___ 7. Other_____

24) Did you receive a financial aid offer from the school you are planning to attend?

___ 1. Yes
___ 2. No

25) Circle the number which best describes the importance of each of the following as a factor in your decision to apply to any college or university.

Rate as follows:
1. Very important
2. Not as important, but strongly considered
3. Was not important, but was considered
4. Was not considered, but knew about it
5. No opportunity to observe

1 2 3 4 5	1. Selective student body
1 2 3 4 5	2. Curriculum
1 2 3 4 5	3. National or regional reputation
1 2 3 4 5	4. Reputation of faculty
1 2 3 4 5	5. Reputation of administration
1 2 3 4 5	6. Availability of fraternities/sororities
1 2 3 4 5	7. Proximity to (name of closest big city)
1 2 3 4 5	8. Proximity to home
1 2 3 4 5	9. Size
1 2 3 4 5	10. Nature of student body
1 2 3 4 5	11. Degree of student activism
1 2 3 4 5	12. Parents' wishes and advice
1 2 3 4 5	13. Climate
1 2 3 4 5	14. Locale
1 2 3 4 5	15. Advice of high school counselor
1 2 3 4 5	16. Reputation of department or program
1 2 3 4 5	17. Advice of family friends
1 2 3 4 5	18. Tuition
1 2 3 4 5	19. Private vs. public status
1 2 3 4 5	20. Social reputation of school
1 2 3 4 5	21. Academic atmosphere
1 2 3 4 5	22. Library
1 2 3 4 5	23. Boarding costs
1 2 3 4 5	24. Physical facilities
1 2 3 4 5	25. Reputation of graduate and professional schools
1 2 3 4 5	26. Academic calendar
1 2 3 4 5	27. Transportation costs
1 2 3 4 5	28. Alumni ties
1 2 3 4 5	29. Coed status
1 2 3 4 5	30. Student-faculty ratio
1 2 3 4 5	31. Racial or ethnic composition
1 2 3 4 5	32. Extra-curricular activities
1 2 3 4 5	33. Athletics
1 2 3 4 5	34. Religious concentration on campus
1 2 3 4 5	35. Housing regulations
1 2 3 4 5	36. Role of student government
1 2 3 4 5	37. Supportive services (e.g., counseling)
1 2 3 4 5	38. Male-female ratio
1 2 3 4 5	39. Character as a largely urban institution
1 2 3 4 5	40. Physical appearance of the campus

26) This question is an effort to learn your perceptions of the comparative quality of colleges and universities in _____. For each of the statements given below, you are asked to indicate whether you believe the opinion expressed is true for each institution listed, based upon your impressions, not necessarily upon personal experience with the institution. Write the number of your response to each statement in the space provided, using the following scale:

1. Strongly agree
2. Agree slightly
3. No opinion
4. Disagree slightly
5. Strongly disagree

	Institution: A	B	C	D	E	F	G
1. The curriculum of this institution is excellent in most areas	—	—	—	—	—	—	—
2. The reputation of this institution is very impressive	—	—	—	—	—	—	—
3. The quality of the faculty is very impressive	—	—	—	—	—	—	—
4. The social environment of this institution is conducive to personal growth	—	—	—	—	—	—	—
5. This institution is very prestigious	—	—	—	—	—	—	—
6. Graduates of this institution are likely to have greater potential for academic and professional advancement than graduates of many other colleges	—	—	—	—	—	—	—
7. The physical facilities and appearance of this institution are very attractive	—	—	—	—	—	—	—
8. The student body of this institution is very diverse, drawing from a broad racial and religious mix	—	—	—	—	—	—	—
9. This institution is very innovative	—	—	—	—	—	—	—
10. This institution places as much or more emphasis on undergraduate education as on graduate education	—	—	—	—	—	—	—
11. The information available from the admissions office of this institution is well prepared and helpful.	—	—	—	—	—	—	—